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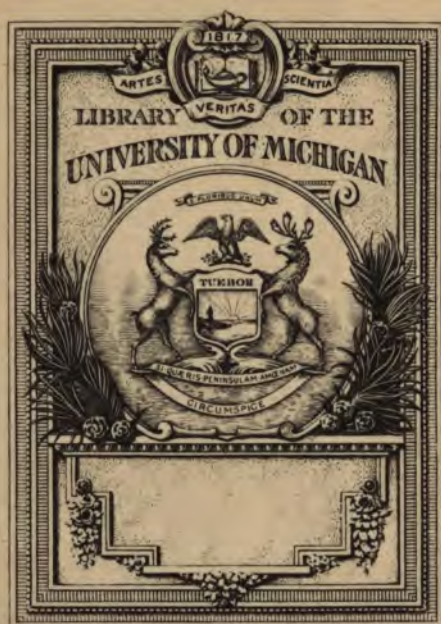
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DEPARTMENT OF PUBLIC INSTRUCTION  
CITY OF NEW-YORK  
FISCAL YEAR 1891  
REPORT  
OF THE  
BOARD OF EDUCATION







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FOURTEENTH ANNUAL REPORT

OF THE

*New York (City)*

BOARD OF EDUCATION

OF THE

CITY AND COUNTY OF NEW YORK,

FOR THE YEAR ENDING JANUARY 1, 1856.



NEW YORK:

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1856.

**No. 39.**

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**DEPARTMENT OF PUBLIC INSTRUCTION,**

**STATE OF NEW YORK.**

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**BOARD OF EDUCATION,**

**CITY OF NEW YORK, DECEMBER 31, 1855.**

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**Mr. ANDREW H. CLEGG, from the Committee on the Annual Report, presented the draft of the Annual Report of the Board of Education for the year 1855.**

***Ordered, That said report be adopted and duly authenticated, and copies thereof transmitted to the State Superintendent of Public Instruction, and to the Clerk of this County, and that the same be printed under the direction of the Committee.***

**ALBERT GILBERT,  
Clerk.**

## REPORT.

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It is the duty of the Board of Education of the city of New York, prescribed by subdivision 10 of section 3 of "An Act relative to Common Schools in the city of New York," passed March 31, 1854:

"To make and transmit, between the fifteenth day of January and the first day of February in each year, to the State Superintendent of Public Instruction, and to the Common Council of the city of New York, a report in writing, bearing date on the thirty-first day of December next preceding, stating the whole number of schools within their jurisdiction, specially designating the schools for colored children; the schools or societies from which reports shall have been made to the Board of Education within the time limited for that purpose; the length of time such schools shall have been kept open; the amount of public money apportioned or appropriated to said school or society; the number taught in each school; the whole amount of money drawn from the City Chamberlain for the purposes of education during the year ending at the date of their report, distinguishing the amount received from the general fund of the State, and from all other, and what sources; the manner in which such moneys shall have been expended; and such other information as the State Superintendent of Public Instruction may, from time to time, require, in relation to Common School Education in the city and county of New York."

In fulfilment of that duty, the Board of Education respectfully

### REPORT:

I. The whole number of Schools within its jurisdiction during the past year was two hundred and seventy-one, classified as follows:



Grammar Schools for Boys.....	47
“ “ “ Girls.....	48
Primary Schools .....	101
Colored Schools.....	14
Corporate and Asylum Schools.....	28
Evening Schools .....	29
Normal Schools.....	3
Free Academy.....	1
<hr/>	
Total.....	271

II. Reports have been made to the Board of Education, within the time limited for that purpose, from all the Schools named above, including the following Corporate and Asylum Schools :—

1. New York Orphan Asylum,
2. Roman Catholic Orphan Asylum,
3. Roman Catholic Half Orphan Asylum,
4. Protestant Half Orphan Asylum,
5. Mechanics' School Society,
6. House of Refuge,
7. Hamilton Free School,
8. Leake & Watts' Orphan House,
9. Female Guardian Society,
10. New York Juvenile Asylum,
11. Colored Orphan Asylum,
12. Five Points House of Industry,
13. Ladies' Home Missionary Society.

III. The length of time the Schools above mentioned have been kept open, the actual average attendance, and the whole number taught in the several Schools, as appears from the annual returns for the year ending with December 31, 1855, is shown in the accompanying Schedule No. 1.

IV. The amount apportioned or appropriated to said Schools or Societies, will be found stated in Schedule No. 2.

V. The number taught in each School, ascertained according to the rule laid down by the law, (sec. 10, sub. 4 of Laws of

1854,) is shown in Schedule No. 1; and as also is the average actual attendance ascertained by the rule provided for that purpose (sec. 10, sub. 4, Laws 1854,) from which it appears that, exclusive of the Free Academy, 3 Normal Schools and 29 Evening Schools, the number taught during the year is 137,874, and the average attendance is 47,858.

VI. The whole amount of money drawn from the City Chamberlain for the purposes of education during the year ending at the date of this report, distinguishing the amount received from the general fund of the State, and from all other sources, is..... \$917,853 32  
Of which was received from the State funds..... 132,711 68

Of which was raised by tax on the property of the city of New York..... \$785,141 64

VII. Such moneys have been expended in the following manner:

For salaries of Teachers and Janitors.....	\$414,257	40
“ other current expenses.....	74,369	51
“ Free Academy (including Library and repairs).....	40,106	48
“ Normal Schools.....	6,039	21
“ Evening Schools.....	32,635	71
“ Corporate Schools .....	19,548	43
“ Text Books and supplies furnished the Ward Schools, Free Academy, Normal Schools and Evening Schools, through the Depository...	69,679	63
“ Rents of School premises.....	9,780	57
“ Repairs of buildings, (work shop).....	15,831	57
“ Altering and enlarging buildings.....	51,096	83
“ New buildings.....	126,598	98
“ Furniture of new buildings.....	29,953	13
“ Sites for new School-houses.....	626	68
“ Expenses of the Board of Education.....	27,329	19
Total.....	\$917,853	32

Schedule No. 3 exhibits the details of expenditure in the Ward Schools of each ward for teachers' salaries, books and stationery, repairs and supplies, and the amount of supplies from the Depository for the year ending Dec. 31, 1855.

Schedule No. 4 exhibits the detail of the operations of the Depository.

COMPARISON WITH THE YEAR 1854:

1855.	Whole number of Schools.....	271
1854.	do do do .....	269
	Increase.....	9
1855.	Whole number of Grammar Schools, for Boys, ....	47
1854.	Do. do do. ....	44
	Increase, .....	3
1855.	Whole number of Grammar Schools, for Girls, ....	48
1854.	Do. do do. ....	44
	Increase, .....	4
1855.	Whole number of Primary Schools, .....	101
1854.	Do. do. ....	101
	Increase, .....	0
1855.	Whole number of Colored Schools, .....	14
1854.	Do. do. ....	14
	Increase, .....	0
1855.	Whole number of Corporate and Asylum Schools, .....	28
1854.	Do. do. do. ....	28
	Increase, .....	0
1855.	Whole number of Evening Schools, .....	29
1854.	Do. do. ....	27
	Increase, .....	2
1855.	Whole number of Normal Schools, .....	3
1854.	Do. do. ....	3
	Increase, .....	0

1855.	The whole number taught in the Schools, exclusive of the Normal Schools, Evening Schools and Free Academy, .....			137,874
1854.	Do.	do.	do.	128,608
	Increase, .....			<u>9,266</u>
1855.	Average attendance in the same.....			47,858
1854.	Do.	do.	.....	45,390
	Increase,.....			<u>2,468</u>
1855.	Number in Free Academy, .....			696
1854.	Do.	do.	.....	541
	Increase, .....			<u>155</u>
1855.	Number in Normal Schools,.....			782
1854.	Do.	do.	.....	711
	Increase, .....			<u>71</u>
1855.	Number in Evening Schools,.....			12,762
1854.	Do.	do.	.....	12,012
	Increase, .....			<u>750</u>
1855.	The whole amount of money drawn from the City Chamberlain, .....			\$917,853 32
1854.	Do.	do.	do.	776,964 38
	Increase, .....			<u>\$140,888 94</u>
1855.	The whole amount of money expended for the support of the Free Academy, is, exclusive of repairs and Library,.....			\$37,038 52
1854.	Do.	do.	do.	31,680 92
	Increase, .....			<u>\$5,352 60</u>
1855.	The whole amount expended for the support of Normal Schools, is.....			\$6,039 21
1854.	Do.	do.	do.	4,394 50
	Increase, .....			<u>\$1,644 71</u>

1855.	The whole amount expended for the support of Evening Schools, is.....			\$32,635 71
1854.	Do.	do.	do.	22,749 98
	Increase, .....			<u>\$9,885 73</u>
1855.	The amount appropriated to Corporate Schools,.....			\$19,548 43
1854.	Do.	do.	do.	17,483 79
	Increase, .....			<u>\$2,064 64</u>
1855.	The cost of Books distributed through the Depository, .....			\$69,679 63
1854.	Do.	do.	do.	61,349 87
	Increase, .....			<u>\$8,329 76</u>
1855.	Amount paid for Rents of School premises,			\$9,780 57
1854.	Do.	do.	do.	8,625 22
	Increase, .....			<u>\$1,154 35</u>
1855.	Amount paid through the Workshop for Repairs of Buildings,.....			\$15,831 57
1854.	Do.	do.	do.	13,464 71
	Increase, .....			<u>\$2,366 86</u>
1855.	Amount paid for altering and enlarging Buildings,.....			\$51,096 83
1854.	Do.	do.	do.	42,511 34
	Increase, .....			<u>\$8,585 49</u>
1855.	Amount paid for New Buildings, .....			\$126,598 98
1854.	Do.	do.	.....	133,017 04
	Decrease, .....			<u>\$6,418 06</u>
1855.	Amount paid for Furniture for New Buildings, .....			\$29,953 13
1854.	Do.	do.	do.	7,780 99
	Increase, .....			<u>\$22,172 14</u>



1855.	Amount paid for Sites for New School-			
	Houses, .....			\$626 68
1854.	Do.	do.	do.	49,510 00
	Decrease, .....			<u>\$48,883 32</u>
1855.	Amount paid Incidental Expenses of the			
	Board of Education and the Normal			
	Schools, .....			\$27,329 19
1854.	Do.	do.	do.	17,304 52
	Increase, .....			<u>\$10,024 67</u>
1855.	Amount paid for Salaries of Teachers and			
	Janitors in the Ward Schools, .....			\$414,257 40
1854.	Do.	do.	.....	321,039 54
	Increase, .....			<u>\$93,217 86</u>

The expenditures for the Free Academy are shown in detail, in the report relative to that Institution, in the Appendix.

The expenditures for the Normal Schools are shown in detail, in the report of the Executive Committee on Normal Schools, in the Appendix.

The expenditures for the Evening Schools are shown in detail, in the report of the Executive Committee on Evening Schools, in the Appendix.

Schedule No. 5, shows in detail the incidental expenses of the Board of Education.

Schedule No. 6 shows in detail the expenditures for the rent of premises occupied for School purposes.

#### GENERAL OBSERVATIONS.

Comprehending the intimate relations between the citizen and the State, and recognizing the fact that his destiny is closely interwoven with that of the society of which he forms a part, the founders of this nation were very early in its history solicitous for the establishment of some system by means of which

ignorance should be effectually banished, and intelligence become the universal characteristic.

It has been said by a student of history, and a close observer of men, that a republic has need of the intelligence of all its people.

When the strife of political partisanship agitates a whole community, and the floods of passion threaten to overwhelm the structure of society, what but the influence of sober reason and intelligence can save the State from anarchy?

When passion and prejudice run riot, defying every law of society and every right of person and property, destroying the most useful machinery—tearing away the rails over which caravans of travellers are peacefully seeking their homes and occupations,—leaguering with starvation in doing its horrid work, and actually hand in hand with its ghastly crew rending the hoops that contain the very bread which the hungry strive in vain to catch as it is whirled away in the wind;—seizing in fury and hanging some fancied wrong-doer, who needed only the opportunity to make plain his innocence,—causing commotion and death in a dispute as to whether a gentleman of good voice shall or shall not recite Shakspeare to his friends—or allying with perjury and crime to strangle a Republic, exulting in the morning of its existence.

Shall we, then, seek for peace in the abodes of ignorance, or shall we summon the aid of intelligence, reflection and reason, and that sound common sense which is the product of them all?

The conviction that the perpetuity and stability of our government depends upon the intellectual, moral, and religious education of its population, is by no means novel; yet still it has cost, and will yet require many a struggle to give to that conviction its widest scope in the great work of elevation, enlightenment, and civilization of the peoples of the earth.

Jefferson, than whom the country never had a more consistent and zealous worker in the cause of education, says: "If a nation expects to be ignorant and free in a state of civilization, it expects what never was, and never will be. The functionaries of every government have propensities to command at will the liberty and property of their constituents. There is no safe

deposit for these but with the people themselves ; nor can they be safe with them, without information. Where the press is free, and every man able to read and write, all is safe."

Daniel Webster, impressed with the value, in his own experience of Common Schools, says : " I have no conception of any manner in which the popular republican institutions under which we live could possibly be preserved, if early education were not freely furnished to all by public law, in such forms that all shall gladly avail themselves of it."

Montesquieu, even in his time and country, says : " Education makes the man ; that alone is the parent of every virtue ; it is the most sacred, the most useful, and, at the same time the most neglected thing in every country."

Although great advance has been made, yet much remains to be done within the wide-spread borders of our own country, the only country on the face of the earth where there is at present the possibility of tendering to the great mass of the people opportunities for what can be properly called a free education,—not only free as to pecuniary cost, but free as to the subjects of learning, modes of thought, and opportunities of testing results.

True it is that absolute governments do, in some instances, furnish to their complying subjects the means of education, within a certain range, and in some cases an attendance upon State teaching is compelled ; yet the educational institutions of these governments are but a part of a system that confines the whole intellect of the population within one routine, a part of the police of the nation, serving only to perpetuate the existing form of things, and to sustain the particular government under which they exist, as ordained of God.

Among the masses of the people of such governments, no range of thought is tolerated, no aid afforded to the earnest mind in seeking a new and better way ; the schoolmaster receives his lesson from the State, and faithfully imparts it to those who are compelled to receive it from him.

We have been taught to admire, and there is much that is admirable in the modes of instruction now in use in some of the countries of Europe ; but the range, object, and matter of instruction there, is not for us to emulate.

There the lesson is servility and submission ; here it is the assertion of manhood in its integrity, independence, and individuality. Witnessing, as we do, the solicitude of those governments with which we are not in sympathy, to preserve their *status quo* through the intervention of the schoolmaster, should hesitation and faltering attend our efforts, in using the same instrumentality in elevating, ennobling, and refining this nation, not for the purpose of maintaining its *status quo*, but that its career may be onward and upward, that the field of its influence may be widened, and that within all its borders peace and prosperity may abound ?

Not only is it the right of the State to afford opportunities of instruction to successive generations as they appear upon the stage of life, but it is one of its highest duties ; government is charged with the power of punishing infractions of law—by the cell, the gallows, and the bayonet. Government fails in the discharge of its most manifest functions, when it fails to protect life, liberty and property. Shall the power of ignominious punishment be conferred on the State, to restrain wickedness and crime ; and shall it be denied the right to use an instrumentality which effects that result at the same time that it dignifies the subject and the whole community ?

However valuable general education may be as an aid in preserving the order of society, yet this is by no means the stand point from which we perceive the widest extent of its importance, or its most exalted claims upon the regard and support of all who are concerned in the elevation and progress of humanity.

The page of history is illuminated with achievements of merit, making its way unaided against the opposition of church and state, wealth and power. Gaining strength and determination from the hardships that find record only among the “simple annals of the poor,” many a hero, saint, orator, and poet has reflected glory upon the nation that gave them an humble birth. When the Divine will in the accomplishment of its high purposes has chosen to work through human instrumentality, it is remarkable how numerous are the recorded instances in which the instrument has been selected, not from the high, mighty or noble, but from among the obscure, defenceless, and dependent.

The hand of pity lifted, weeping, from his frail hiding place "among the flags by the river side," the future lawgiver of God's chosen people.

The message of the prophet, "Is it not because the Lord hath anointed thee to be captain over his inheritance?" was addressed to a "young man of the tribes of Israel," of a family "the least of all the families of Benjamin," while he sought the asses straying from his father's fold. The occupations of the earlier years of him who became the chief of the kings, and the sweet singer of Israel, are indicated by the answer of his father to the same prophet, "There remaineth yet the youngest, and behold he keepeth the sheep."

The earlier apostles of the Christian religion, from whence we derive all our national privileges and dignity, whose mission was to "Go, teach all nations," were chosen from among the fishermen. The eloquent, learned, and devoted apostle to the Gentiles wrought at Corinth among the craft of tent-makers.

The highest names on the rolls of the departments of literature, art and arms, were borne by the participators in the everyday toils of the unprivileged masses. Much has this world lost of talent, genius and skill, for the lack of opportunity of instruction and development; and many noble spirits, fitted for high usefulness, repressed by "chill penury," have passed away unhonored, leaving their task undone.

It would be difficult to enumerate the long list of distinguished men of our own land, who are indebted to the Common School for their first incentive to thought and stimulus to exertion.

The State that neglects to develop the sparkling ores that lie hidden under the crust of ignorance, to fan the smouldering fires of genius, or lead forth those faculties of the mind which radiate kindness, generosity, benevolence, and all manner of loveliness, neglects its own self-preservation. The community that provides for universal education, and sees that the means provided are faithfully applied, will find a sure reward in its own increasing happiness and welfare. In such a society literature, law, theology and art, those handmaids of peace, will find full scope for development; invention will produce



her most wonderful prodigies, and in times of threatened war, or other calamity, the whole volume of the intelligent mind of the community, fertile in expedients, rapid in adaptation, will be turned upon the most expeditious and effectual methods of defence or prevention.

The statesman of Monticello, in relation to a plan proposed by himself, for the establishment of Common Schools in Virginia, remarks: "The object is to bring into action that mass of talent which lies buried in poverty in every country, for want of the means of development, and thus give activity to a mass of mind which, in proportion to the population, shall be double or treble of what it is in most countries."

The sanitary condition of a people improves correspondingly with the general diffusion of intelligence. Ignorance often stimulates the pestilence by the means it uses to stay its progress. Who that knows the value of pure air to health and life will willingly consent to occupy the confined, unventilated apartment, or the hermetically sealed railroad car, fetid with an atmosphere exhausted of its life-sustaining properties?

The striking improvements in our domestic architecture, both as respects beauty and convenience, are not the product of ignorance; an early writer on population remarks: "The causes which principally serve to foster helpless, indolent, and improvident habits among the lower classes of society, seem to be despotism and ignorance. \* \* \* The causes, again, which principally tend to promote habits of industry and prudence, seem to be good government, and good education, and every circumstance which tends to increase independence and respectability; wherever the registers of a country under no particular disadvantages of situation, indicate a great mortality \* \* \* there we almost invariably find the people debased by oppression and sunk in ignorance and indolence. Wherever, on the contrary, in a country without peculiar advantages of situation \* \* \* the registers indicate a small mortality, there we as constantly find security of property established, and some degree of intelligence and knowledge, with a taste for cleanliness and comforts pretty generally diffused."

The value of a high degree of intellectual activity to a community, in a merely commercial point of view, is not, it is

feared, sufficiently appreciated. Who can count the tribute that the "cotton gin" brings to the coffers of our nation?

Who can tell the wealth that will find its way to the dwellings of our farmers and merchants through the cheapening and facilitating capacities of some new "grain-reaper and thresher," or "corn-sheller?" and what blessings, pleasures, and benefits have resulted from new modes of cheap transportation?

The Board would call attention of the merchants of this city who contribute so liberally to the support of our schools and institutions of a literary and eleemosynary character, to a few extracts from evidence presented to the English House of Commons, taken from an able pamphlet by the Hon. EDWARD TWISLETON :—

"Now, when reference is made, at the present day, to the excellent elementary instruction which is given in schools in Germany, it has become the fashion to speak contemptuously of the result, on account of the superiority which we derive from our free press, our free institutions, and our habits of self-government; and we are requested to believe that, in this way, an Englishman who can neither read nor write is superior to the German peasant who can cheer his leisure hours with music, and enjoy the imperishable productions of genius which are embalmed in his own expressive and powerful language. But whatever portion of truth there may be in this view of the subject, in respect to Germany, it is evident that we cannot pretend to maintain the same supercilious tone concerning elementary instruction in the United States, wherein every advantage which can possibly accrue from free institutions and habits of self-government exists in at least as great a degree as in England, and where, perhaps, a larger field is opened for individual energy and enterprise. In regard to the United States, it is plain that every advance in the education of their people, unaccompanied by a similar advance amongst ourselves, distinctly adds to their relative power. For this reason, when it is known that, in the year 1852, an overwhelming majority of the citizens of New York decided in favor of a system of free schools in that city, the merchants, shopkeepers, and artisans of Liverpool and London, if they consulted their own interests,

would never rest until they had induced the Legislature to let them introduce a similar system amongst themselves. And in like manner, when an English statesman who looks far into the future is told that this very system has within the few years been adopted, or is likely soon to be adopted, by all other free States of the Union, such a fact, combined with the continuance of our own imperfect educational arrangements, ought to suggest to him matter for reflection, less pressing, but not less profoundly important, than if he heard that Congress had passed resolutions for trebling the American army, or for increasing their navy, by twenty large screw steamers of the line.

“These principles, when fully stated, are so self-evident, that a prudent statesman would act on them with perfect confidence, although he did not distinctly discern the precise mode in which, at any given time, they were operating to the disadvantage of his own country. But even amongst Legislators there are some who view with distaste all general reasonings, and who, in matters of this kind, require something more specific to convince their understandings or stimulate them into action. And, unfortunately, there is ample evidence, in this case, of the specific manner in which the English people, in a point intimately connected with their national power, are exposed to detriment, in consequence of defective education. I do not allude to the great progress made by New Englanders in mechanical and manufacturing skill, manifestly as this has been promoted by their generally cultivated intelligence, and valuable as that skill must be in adding to the resources of the Union. Important information on this head is contained in the Special Reports of Mr. Wallis and Mr. Whitworth, two of the Commissioners appointed to attend the Exhibition of Industry in the city of New York, which were printed amongst the Parliamentary papers of last session, and which, at the time of their publication, attracted much attention and occasioned some uneasiness. There is, however, such a vast fund of inventive ingenuity in the manufacturing districts of Great Britain that there does not seem to be any real danger to the empire on this side; and every new development of constructive powers in New England or any other country should rather be cordially welcomed, as adding to the common stock of human

inventions. But what I would press on the serious notice of all Englishmen is the effect which the superior education of the Americans now has, in giving an advantage to the commercial marine of the United States over our own. On this point, most painful evidence was given to the world in papers relating to the commercial marine of Great Britain, which were presented to both Houses of Parliament in 1848. It is there proved, by communications from various British Consuls, that American captains and seamen are now, on the whole, superior to our own, and this superiority is mainly attributed to the better education of the captains, and to the better education and stricter sobriety of the seamen. Nay, moreover, it actually appears that, at the time to which these communications refer, American ships, in consequence of that superiority, *not only maintained, almost invariably, a decided preference over British ships, but generally a higher rate of freight.* Now, when we reflect that, hitherto, enlarged experience has shown that the naval supremacy of a nation rests, eventually, on the superiority of its commercial marine, and when we further know that the tonnage of the American shipping now very nearly equals that of our own, it becomes unpleasantly plain to the meanest capacity that the neglect of the Legislature to provide a superior education for the mass of the people, is putting in jeopardy the naval supremacy of Great Britain.

“The facts contained in these Parliamentary papers on the commercial marine did not escape the notice of those departments of government which received the information. The unrivalled excellence, in speed and internal accommodations, of the American liners plying from Liverpool to Boston and New York, had long been known, as well as the circumstance that they had almost entirely driven British vessels out of competition with them ; but the explanation of this result remained a mystery to all but a few observers, until a light was thrown upon it by the British Consuls in America. It is now one of the most remarkable instances on record how a nation may be directly punished, through its material interests, for the neglect of its moral duties. \* \* \* \* \*

But the really essential point is this, that, owing to judicious laws, there has sprung up on the other side of the Atlantic, in

another nation, of the same blood, and speaking the same language as our own, a race of sailors who are equally skilful in their vocation, and who are, at the same time, somewhat more generally intelligent and sober than English sailors. And it is found by experience that this difference, together with somewhat of a similar difference in the captains of the two nations respectively, tends to give a distinct advantage to their commercial marine. Now, for this inferiority in the English sailors there seems to be only one adequate remedy—and this is to take care that our own system of elementary instruction shall universally, and in every respect, be just as good as in any one of the United States.”

These general observations are not made as applicable within the local jurisdiction of the Board. Here the batteries have been constructed, the glacis mounted, and the citadel taken. So thorough has been the overthrow of the opponents of universal education that there are but few disposed to dispute the ground with us.

But in our reachings forward into the future, searching out ways for the establishment, maintenance, and embellishment of the heights we have already attained, it has been deemed not entirely useless to take a review of the history of past progress. The contemplation of the cost at which the difficulties in the way were surmounted, will aid us in placing the true value upon the advance already made, towards emancipation from ignorance.

#### EXPENDITURE.

In a report of this Board, something more is required than a bare history of its acts and proceedings in its administration of the schools of this city during the past year. The fact that this Report is the main channel of communication between the Board and its constituency, and the principal method of conveying information of its doings to kindred institutions throughout the country, furnishes opportunities for criticism on our educational system in its past management, and for such suggestions as the lights of experience may afford for its future improvement.



The expenditures for a series of years, since the educational affairs of the city were committed to the Board of Education, is shown in the following

TABLE

*Showing the Number of Grammar and Primary Schools, the Aggregate Cost for Current Expenses, the Whole Number Taught, the Average Attendance, and the Cost per Scholar each year, from 1842 to 1855, inclusive.*

Year.	Number of Schools.	Aggregate Cost for Current Expenses.	Whole Number Taught.	Annual Average Attendance.	Cost per Pupil on Whole No. Taught.	Cost per Pupil on Average attendance for 12 months.
1842..	115	\$129,809 42	47,089	16,761	\$2 71	\$7 74
1843..	156	185,420 04	59,355	19,467	3 12	9 53
1844..	167	200,973 66	60,851	24,360	3 30	8 25
1845..	176	189,107 17	71,160	25,665	2 66	7 36
1846..	179	194,036 17	75,465	28,075	2 57	6 91
1847..	184	211,802 94	89,599	32,122	2 36	6 59
1848..	194	230,585 74	95,045	35,364	2 42	6 52
1846..	199	248,300 51	102,974	35,998	2 41	6 87
1850..	207	274,794 59	107,363	40,055	2 55	6 86
1851..	213	222,288 74	116,627	42,960	1 90	5 17
1852..	215	323,693 95	127,237	44,596	2 54	7 48
1853..	224	381,327 07	123,530	43,740	3 08	8 68
1854..	231	481,788 48	128,608	45,890	3 43	7 51
1855..	238	540,042 40	137,874	47,858	3 92	11 29

On examination of this table with relation to the attendance upon the Schools, it shows an apparent increase of expense with which the increase of attendance does not correspond.

The expenses of the month of December, 1854, are however included in the above sum of \$540,042 40, and amount to about \$30,000. Deducting this will show the actual cost per pupil for 1855, to be only \$3 70 on the whole number taught, and \$10 66 on the average attendance.

A large portion of the funds of the Board, appropriated for the past two or three years, has been appropriated to the purchase of new sites and the erection of school buildings thereon. These now form a portion of the property of the city, and represent the value of the outlay in their construction, and are not therefore included in the above table.

In 1852-53, the cost of Schools in Boston was about \$2 for every man, woman and child in the city; about \$14 for each voter, or \$15 per scholar, on the average attendance. In

Cincinnati it is \$11 47 per pupil, calculated on the average attendance.

The census of 1855 sums up the population of this city at six hundred and twenty-nine thousand eight hundred and ten, as follows:

1st Ward.....	13,486	12th Ward.....	17,656
2d " .....	3,249	13th " .....	26,597
3d " .....	7,249	14th " .....	24,754
4th " .....	22,895	15th " .....	24,046
5th " .....	21,617	16th " .....	39,823
6th " .....	25,562	17th " .....	59,548
7th " .....	34,422	18th " .....	39,415
8th " .....	34,052	19th " .....	17,866
9th " .....	39,982	20th " .....	47,055
10th " .....	26,378	21st " .....	27,914
11th " .....	52,979	22d " .....	22,605
<hr/>			
629,810			

Could the tax-payers of this city be shown that the appropriations for the support of the Common Schools of the city are judiciously applied—that there is no wastefulness or extravagance—that every dollar expended by this Board is expended in such manner as to make it go the farthest in doing its work—that our teachers are paid somewhat in accordance with the value of the services they render, and with some reference to competency—that locations of new schools are made with main reference to the convenience of the people, and that our school structures are well planned, and thoroughly and economically constructed—then we should hear no complaint of the cost of the schools, no charge of extravagance, and no dissatisfaction with the administration of the system. All that is needed for the sustenance and growth of our educational system would be cheerfully contributed. The people of this city understand and value the privilege of education, and are willing to pay for it, and in no narrow and parsimonious manner. Few, it is believed, measure the immense extent and importance of the work committed to the Board, and to the several local Boards of School Officers. The number of children attending the schools of this city is, with but few

exceptions, unequalled by the whole population of any city in the United States. The work of providing school accommodations for such an army of children, of securing teachers qualified and competent to stand in the place of parents when in school, adapting the qualifications of the teachers to their various ages and intellects, furnishing each one of these thousands with his slate, geography and arithmetic, keeping them warm in the winter, and free from the pestilential effects of vitiated air during the whole year, and arranging a system of exact faithful visitation and superintendence of the whole system—these are no slight undertakings.

What parent recalling for a moment the patience, the attention and the solicitude that attends the rearing of the two or three little ones that collect around his own fireside and sit with him at his board, can fail to appreciate the labors that are imposed upon those men, who, as school officers, freely perform a large portion of similar duties without other reward than is found in the general peacefulness, order and happiness of society, and in the elevation and dignifying of humanity.

It needs not that anything be here said on the enormous and extravagant cost of maintaining our city government. The people see and feel this at every turn. The poor man, wearied with six days' toil, thankful for even the scanty repast that is spread for himself, his companion and their little ones, as surely counts out of his weekly wages a portion for the dishonesty and corruption that riot in our municipal affairs, as though he actually dropped his coin into the puffed palm of their vulgar perfumed and jewelried representative.

The laboring masses of this great city need to reflect on this. Those comforts and luxuries which result from the gains of honest industry and frugality, are sanctioned by society; their possessor rightly enjoys the fruits of his own labor, without envy; but the equipage guided by the same hand that has robbed the humble pedestrian of his wages is odious in his sight, as it rolls along, flinging from its swift wheels the dirt of the highway upon his garments.

It is the duty of every reflecting man to examine into the public expenditures, and discriminate in his judgments upon those who preside over them. Our public affairs require the

supervision and aid of experienced, able and faithful men ; and it is altogether wrong that the public servant who faithfully discharges his duty should be overwhelmed with the same contempt and abuse that is heaped upon the faithless and corrupt. Indiscriminate abuse and opprobrium never will effect a remedy for these evils, and no relief will be secured until the public intelligence shall honor the officer to whom honor belongs, and disgrace the man who deserves it, and disgrace him in such a manner as that his ill-gotten gains shall be a constant reproach to him.

Public attention is excited on this subject ; but like one with flame before and flood behind, and sure destruction on either side, it knows not whither to turn. The evil is apparent, but not so the remedy. The increased vigor and determination infused into the city government, during the past year, is an augury of auspicious import. Although surrounded by an atmosphere filled with angry murmurings at the unfaithfulness of those who lord it over the heritage of the people, and though within sight of the slough where justice herself was of late sore bedraggled and bested, this Board has yet to learn of the first whispering against any School Officer, member of this Board, or otherwise, for abuse of his official position for the advancement of his pecuniary interest.

May it be long before the shrine of universal education is polluted by the faithlessness or venality of any one called by the people to minister at her altars, or of any among the throngs that worship in her temple !

The highest excellence in our Schools can only be reached through the faithful and efficient performance, on the part of the School Officers of the various wards, of the important and responsible duties with which they are charged. Their discretionary power is wide. The duties of visitation, charge of the school property, employment of teachers, and contracts for repairs, are such as to require time, and the exercise of judgment. So great is the disparity of expenditure in the various wards, it has been suggested that an apportionment of school money be made among the wards proportioned upon the school attendance. Schedule No. 7 exhibits this disparity in numerous cases. The Sixth Ward expends \$14 26 per scholar, while the Twentieth

Ward expends but \$6 81 per scholar. In some localities, the means furnished by such an apportionment would be abundant, while in others it would be insufficient for the support of the Schools; and a continual demand would be made upon this Board for deficiencies, which would tend to complicate and embarrass the operations of the system, without, it is believed, producing any corresponding advantages, unless a limit should be placed upon expenditures by express statutory provision, which this Board should have no power to exceed. Something may be done, however, by this Board in equalizing these expenditures, and in checking extravagance wherever it appears.

The Board is impressed with the belief, that a comparison of school expenses, in this city, with those of other large cities, and a careful investigation of the objects of expenditure, will result in its complete vindication, from the allegations of the extravagance which have been unjustly made by those who have taken no pains to examine into the facts.

On the subject of repairs of school buildings, without interfering with the powers of the Trustees, some rule should be adopted by this Board which shall be specific, and such as will remedy the constant discussion as to the construction of the rules now existing on this subject.

#### TEACHERS AND SALARIES.

During the past year, various propositions have been made to fix a limit to the salaries of teachers, within which the Trustees should be confined in their contracts with teachers. No result has yet been reached. It would be as well a source of relief to the Trustees, and of justice to teachers, could some action be taken by this Board.

It is difficult to overrate the importance of the teachers' office, standing *in loco parentis*, during a large share of the waking hours of the child; without the excitement of those natural affections which centre the parental solitudes upon the destiny of its own offspring, the teacher is not exempt from obligations, duties and anxieties of a character similar to those of the parent; if the true theory of education were as custom has too much made it, to merely store the mind with facts, then the duty of the teacher is arduous, requiring, in its fulfilment, ex-

haustless patience and continual forbearance. How varied, how delicate, how momentous, then, the responsibility of the instructor, who conceives the true office and duty to which he is called—the training and the leading forth each faculty of the youthful mind in such manner, as shall best qualify it to discharge man's whole duty, to stimulate those characteristics of mind which are affirmative and active, and not to neglect those which are passive and recipient!

These qualifications, united with the spirit and energy requisite to a proper discharge of these duties of an instructor, are but rarely found. The thorough performance of the functions of a teacher really requires, at each step of progress, the resolution of a psychological problem. The mind of two persons must be brought into accord, the communicator must first know his own mind and furnish himself with a clear conception of the proposition to be communicated; perspicuity and perspicacity must both be present. He must also know the mind of the recipient—its advance, its power of comprehension, its power of attention and its power of ratiocination, before any abstract communication can be made. This is the every-day experience of every teacher. The words or countenance of the pupil immediately indicate when the mind does not apprehend the statement made. Propose an algebraic problem to a person yet unaccustomed to figures, and it will be very clear that his acquirements have not been correctly measured. Teaching requires, on the one part, a correct apprehension of the capacity and habitudes of mind of the pupil, and the power to operate upon them, and on the other, attention and the exercise of those faculties immediately addressed.

Two things are necessary in education—knowledge to be infused, and habits of mind to imbibe it. It is the great work of intellectual education to invigorate the faculties, to make the mind free, active and independent of all influences but those of truth and goodness. The progress of time has seen one system of pedagogy pass away, and a new one occupy its place. The pleasant system of Henry Pestalozzi, the brilliant Jacotot—Edgworth, Bell, Lancaster—all have had their day. The analytic, synthetic, humanist and realist theories were successively the favorites of their time. But none of them, not even Bell, nor his

imitator Lancaster,—with his punishments for school as barbarous as those of Newgate—could dispense with the services of the cultivated and faithful teacher. Whatever system supervenes, the teacher must preside over and direct it, and to his zeal, capacity and fidelity, we must at last look for any high degree of proficiency among those under his charge. How often is it said of the pupil, that his mind is dull, that he lacks intelligence, and that the task of educating him is hopeless. Before arriving at such a conclusion, let us recollect how many there are who have developed the faculties that entitled them to a high place in the rank of intelligence, only with mature years.

How much has been done for those whom we should think were by nature excluded from the possibility of instruction! The blind, the deaf and dumb, and of late years, the idiot, have all been made to participate in some measure in the benefits of education. What teacher will permit the apparent stupidity and dullness of his pupil to paralyze his labors, when he recalls the success which attended the humane efforts to throw a gleam of the light of intelligence upon the mind of Laura Bridgeman, shut out, as she seemingly was, from the possibility of communicating with the outer world by the combined calamities of deafness, dumbness and blindness.

There is truth in the remarks of Montesquieu, who says: "The man of patience and understanding will consider well the mind he has to form and instruct; he will infuse, by little and little, maxims adapted to his age and suited to his genius, rank and capacity. I know there are some soils barren and ungrateful, and which will never answer the labor of the cultivator. But, besides that such are very uncommon, I am inclined to suspect frequently the tiller has neither strength nor skill enough to dig into and improve it as he ought." Nothing less than an intense appreciation of the high calling of a teacher, combined with a love for the occupation, and a zealous determination to discharge its duties conscientiously, can ever secure the highest excellence in the profession.

The qualities of intellect and heart that constitute a good teacher are rarely combined—less rarely among women than men; and the conviction is daily gaining ground that the office of instruction of the younger children is peculiarly adapted to

the female mind. A more graceful and active play of the affections, an exhaustless patience, rapid and keen powers of perception, and a facility of adaptation, are alike characteristics of the woman, and of the successful teacher.

The following extracts are from the Report of the School Committee of Framingham, Mass., which, though stated without qualification, will serve to indicate the current of thought on the subject of the comparative natural qualifications of the sexes for the office of teacher of youth:

“Females seem to be better adapted by nature to the work of teaching. There is more truth than hyperbole in a remark recently made to a body of teachers by Dr. Wayland, that ‘it is a rare thing to find a man who has a gift for teaching, and it is an equally rare thing to find a woman who cannot teach well.’ It is ‘a rare thing’ to find men who have a peculiar tact for teaching the young. Experience evinces their adaptation to their ordinary and appropriate pursuits. A larger proportion of men are found to distinguish themselves for ability and success in other departments of life than in the profession of teaching. But a small number of male teachers leave their impress clearly marked upon their pupils. They lack the requisite patience and perseverance in little things—the quick discernment of character—the sympathy and sensibility to penetrate the youthful spirit and arouse its dormant faculties. Above all, they are destitute of those delicate arts which are so requisite to win the affections of children, to call forth and direct their earliest aspirations, and to impart the requisite impulse to their minds. Cheerfulness and enthusiasm, courtesy and kindness, and the power of easy, quiet, unconscious influence, are requisities indispensable to the attractiveness, order and efficiency of the school. Females are endowed with a more bountiful share of these desirable qualities.

In our high schools and colleges—where mind, in its maturing state and fuller development, is stimulated by the strongest incentives to study, and subjected to the severest discipline, and led onward into the higher departments of literature and science—it is obviously better to employ permanent male teachers. But in all elementary instruction, the very structure of her mind fits woman for the task. Nature has marked her out for this great work. Outside of the family, she nowhere seems so



truly to occupy her appropriate sphere. All her attainments and powers can here be actively and earnestly employed. The work is adapted to her mental and moral constitution. No occupation harmonizes better with her character, or yields her more genuine pleasure.

The leading objection to the policy here advocated is founded on the supposition that delicate and timid women will not succeed so well in the government of a school in which rough and refractory boys are gathered together. This is the most common and plausible objection, and is worthy of respectful consideration. It was formerly supposed that physical strength was a prime characteristic of a good disciplinarian, and that brute force was the chief agency in school government. The objection under consideration has some affinity to this antiquated notion. Horace Mann has well said, 'A man may keep a difficult school by means of authority and physical force; a woman can do it only by dignity of character, and such a superiority in attainment as is too conspicuous to be questioned.' A silent moral power ought to reign in the school-room, rather than ostentatious and coercive measures. Its influence is more happy, effective and permanent. Corporeal punishments may be used as a *dernier resort* in extreme cases. But true wisdom and skill in school government consists in the prevention, rather than in the punishment, of offences—in cultivating the better feelings of our nature—truthfulness, generosity, kindness and self-respect. Such influences women are preëminently fitted to wield. Refined and ladylike manners, with a mellow and winning voice, will exert a peculiar sway even upon the rudest and most unmannerly youth. There is a silent power in the very face of a teacher beaming with love for her pupils and enthusiasm in her noble work."

The change which has taken place on the subject of employing women as teachers, may be estimated by a comparison of the foregoing extract with the following, taken from a brief essay, written over a century since, on the same subject, by the French author quoted in another place. It proceeds thus:

"There is one radical vice in France, which may, perhaps, never be extirpated, because it comes from the women, who,

amongst us, interfere in everything, and in the end ruin and destroy every thing. A child is soon spoiled in their hands, from two years old to six, when he is delivered over without consideration, to a man, whom he has neither seen nor known. The tutor, perhaps a fellow of no character, takes charge of him, not from inclination, but merely for his own interest. These tutors are generally appointed by the women, who seldom look any further than the outside, never considering personal merit, which they have not sense enough to distinguish, having never habituated themselves to reflect one moment on any thing serious or useful."

The proportion of female teachers in Schools, not only in this city, but in this and other States, is constantly increasing, and it is gratifying to know that so much of the purity and gracefulness of the female character is brought to operate upon the impressible minds of the youth throughout the land. It is a source of satisfaction to the political economist, as well as to the educationist. The means by which a woman can obtain an independent livelihood are limited. Few of the avenues of distinction in any department, are open to her. It is a duty to increase as far as practicable, and it is practicable to increase extensively, the variety of occupations which will afford to woman a respectable subsistence. The public mind has undergone a great modification on this subject, within the past few years, and the results of this change of sentiment, are but just beginning to appear.

The salary of male principal in Cincinnati is.....	\$1,020
" " " " Boston is.....	1,800
" " " " Philadelphia.....	1,200
" " " " New York, (highest)	1,500
The salary of first assistant in Cincinnati is..... ..	550
" " " " Boston.....	1,200
" " " " Philadelphia.....	350
" " " " New York, (highest) ..	1,000
The salary of female principal in Cincinnati is.....	504
" " " " Boston.....	450
" " " " Philadelphia.....	600
" " " " New York.....	700

The salary of first female assistant in Cincinnati is..	360
“ “ “ “ Boston,.....	450
“ “ “ “ Philadelphia..	350
“ “ “ “ New York....	400

It will be seen that the salaries paid in this city, are beyond the average of those paid in other cities.

This Board has acted upon the conviction that it is unreasonable to expect to secure that talent in the management of our Schools which is in so much request in other branches of industry without adequate remuneration. The compensation of teachers, occupying the position of principal and the highest assistants, should be such as to afford something more than a mere subsistence. The principals having attained the highest position that our system offers, they can expect no promotion; they are actuated by the same solicitude that impels every prudent man to make such provision for his family, as in case of his decease will not leave them dependent.

The subject of equalizing the salaries of teachers, has been for years a subject of profound attention on the part of the Board; but no plan has yet been arrived at, which meets general favor. It is due to the system as well as to the great body of teachers, that action be taken upon the subject. The great disparity that existed in the experience and capability of the teacher, cannot in justice to the teachers, or creditably to the School Officers, be overlooked. The salaries should be liberal, and fixed by some discriminating rule, based mainly upon competency and experience. This subject requires careful consideration at the hands of the Board.

The following facts will show the increase in the compensation of teachers during a considerable period of time.

We have no data by which to ascertain the salary of Adam Roelandson, the first school teacher in New Netherlands, in 1633. His successor, Jean Morice de la Montague, in 1652, received a salary of 250 guilders.

In 1661, Evert Petersen received a salary of 36 guilders, equal to \$15 per month, and 125 guilders, equal to \$52 for his board, making a total salary of 161 guilders.

John Nicolas Welp, in 1755, whose testimonials were highly laudatory, was schoolmaster, chorister and reader, and keeper

of the church register, received a compensation of \$200 and a dwelling-house.

In the dwelling-house, "besides the large school-room, there is a small chamber or kitchen, a cellar under the house, behind the house a fine kitchen garden, a well with a pump therein, and other conveniences besides, the annual rent of which would be valued at more than twenty pounds, New York currency, or about fifty dollars."

Mr. Welp was to have the privilege of teaching children of the citizens in singing, &c., and from this source "the Master may therefore reasonably expect that, with his zeal and industry, his income may increase, so that 40 pounds more may at least be added, making a total salary of \$350."

The Consistory sent for this Master to Holland. He arrived here with his wife and children in 1755.

The Consistory, afterwards speaking of Mr. Welp, says:—"He is a person very well qualified to catechise and teach a school, and we pay him a very handsome salary for his services, inasmuch that his place is coveted by others."

By these facts it appears that a well-qualified teacher, and a man with a wife and children, received, in 1755, about \$350 per annum.

In 1795, Mr. Latham received a salary of £200 per annum, or \$500, and rent free.

In 1804 the same gentleman received \$600 and house rent, having 100 scholars, male and female.

In 1824, the salaries were \$600, \$800 and \$1,000, with no other compensation.

#### ATTENDANCE.

The whole number of schools, the number taught, and the annual average attendance, for a series of years, will be seen by a glance at the following:—

TABLE.

YEAR.	Number of Schools.	Whole Number Taught.	Annual Average Attendance.
1842	115	47,980	16,761
1843	156	58,385	19,467
1844	167	60,851	24,350
1845	176	71,190	25,695
1846	176	75,465	28,075
1847	184	89,599	32,122
1848	194	95,045	35,864
1849	199	102,974	35,998
1850	207	107,368	40,055
1851	213	116,627	42,960
1852	215	127,257	44,596
1853	224	123,530	43,740
1854	231	128,608	45,890
1855	238	137,874	47,858

If we include in the last year, the number taught in the Evening Schools, (12,762, average 5,845,) the Normal Schools, (782, average about 700,) and the Free Academy, (696, average about 500,) we have the whole number taught, 152,114, with an average attendance of 54,903, and the total number of schools, 271.

The past year exhibits no marked improvement over its predecessor, nor does it show an attendance which corresponds with the growth of population during the past year, if we assume an average of increase of the past ten years, as correctly representing the annual increase of 1855. It may be doubted whether this city has added to the number of its people during the year 1855 its usual annual average; the great depression of all industrial pursuits in the winter of 1854 and '55, from which the city and all parts of the country have yet but partially recovered, did much to necessitate a great emigration to the country. With the returning prosperity in our workshops and ship-yards, we shall witness the usual augmentation of the numbers of our people.

The census of 1855 shows the population of the city at 629,810; of these about 220,000 are within the school age of 4 to 21.

We then have the result of a population of 220,000, within the school age. We have but 137,874 attending at any period of time, and an average attendance of but 47,858.

In Boston, in the year 1855, out of a population of 136,881, there was an average attendance of 22,500.

In Cincinnati, with a population of 115,435 in 1850, there was an average school attendance of 19,537, in 1855.

In Philadelphia, with a population of 408,762, in 1850, there was an average attendance upon the schools of 42,210, in 1855.

Why do these cities compare so favorably with our own? Is there such a difference in class of population, or do they employ agencies for bringing the friendless and outcast into the schools, of which we have failed to avail ourselves?

A system which fails to bring within its schools so large a portion of the youth of the city, cannot be said to be perfected. That part of the population which does not get to our school-houses is the very portion most in need of education. If spacious, comfortable, warm school-houses,—if every device in the shape of books, slates, pens and pencils,—if experienced, kind, and faithful teachers, and these offered freely in the day-time, and the hours of evening,—all fail to gather the forlorn and forsaken into our schools, can it be accomplished by any other means? When parents are indifferent to the acquisition of the most ordinary knowledge, can it be expected that childhood will willingly submit to the restraints, or give the attention necessary to obtain a tolerable education?

When provision is made by society for the instruction of all the ignorant within its midst, nothing in the way of persuasives remains; no one has yet gone so far as to propose taxation for the purpose of feeding and clothing children, to induce them to attend school, or for the purpose of compensating those parents who are too degraded and selfish to forego the poor pittance that their offspring can earn during the time they should be at the school.

Whatever remains to be done devolves upon the charity and kindness of voluntary individual effort; and the streets, lanes, and cellars of this city offer abundant opportunity for the exercise of these virtues.

Within the past year several schools, under the appellation of "Industrial Schools," have been established, depending mainly for support upon voluntary contributions.

There is a class of children, small in number, whose parents

are not able to provide them with sufficient clothing to render them fit to attend our schools; another class of children without parents or guardians to compel their attendance,—orphans in every sense; another class whose parents take no interest in their education, and suffer them to wander about the city idle and useless, and to become worse than this, vicious and criminal; and another, whose vagabond begetters live from the proceeds of the beggings and stealings of their children.

A large number of ladies and gentlemen are engaged in the work of providing these neglected ones with sufficient clothing and food to enable them to attend upon the Industrial Schools. These children are sometimes instructed by a teacher employed for the purpose, but mainly by those who engage in the work from feelings of charity and duty.

It is due to those to whom these schools owe their origin and support, to say, that they have been the means of accomplishing much good among those who, without their instrumentality, would have been totally given up to vice and ignorance.

Application has been made to the Legislature on the part of some of these schools for a participation in the distribution of the school funds, and in two instances that application was successful.

If the operations of the founders of these schools were confined to the voluntary and charitable work of clothing and feeding those who are destitute, so that they might attend the public schools, their usefulness would be much wider, and the means they have would be much more economically applied than in hiring buildings, paying teachers, and furnishing books and fuel, when within one block all these are provided by the public, gratis; and the means that are appropriated to those purposes could then be devoted to clothing the children, and placing them in the public schools.

In the first year of the establishment of our school system, it will be recollected that great effort was made to bring the whole youthful population within its compass, and that it was deemed highly necessary to limit the number of Corporate Schools and Societies, participating in the school fund, as much as possible. This was expedient, as all deviations from the rules which were applied to the system, result in distraction and dis-

order. Is it wise, then, at this time to increase these Societies, or to disturb the harmony and order of our school arrangements by the irruption of any new idea which may be for the moment popular, and really useful, but which will be but short-lived? There is a field within the limits of which our public system cannot at present operate. Outside of this field there is, and always will be, abundant space for all the voluntary aid that can be enlisted in the exercise of the most useful and noble feelings of humanity.

#### SCHOOL BUILDINGS AND SITES THEREFOR.

Schedule No. 8 shows in detail the size and cost of site, and the size, cost and date of erection of each school building. The total value of real estate occupied for school purposes in this city is thus shown to be about \$1,600,000. Many of the old buildings of the Public School Society are out of repair, and some of them are in such localities, that, from change in the character of the buildings in their neighborhood, opening streets, or the erection of new school-houses in the vicinity, they will be gradually abandoned.

The Board will be doubtless called upon to rebuild upon some of the present sites, and the increase of the population of the city will require additional school accommodations. Not more than two new sites and school buildings will be required during the ensuing year, the maximum annual expenditure for school buildings has been already attained. Hereafter, with the exception of outlay necessary to keep the present buildings in repair, and to rebuild such as have become greatly dilapidated, the main expenditure will be to meet the current necessity arising from the increase of population.

The desire on the part of school officers in the various wards to have schools within their own jurisdiction, leads, it is feared, sometimes to the selection of an improper site for a school. A glance at the school map will indicate where these influences have prevailed. In selecting a site for a new school, regard should be had to the convenience of the population, to the contiguity of other school-houses, and to healthfulness and attractiveness of locality. It is an important part of the duty of the Committee on Sites and School-houses of this Board to inform



its members of any site proposed by said officers for a school-house which may be inexpedient or incompatible with respect to the convenience of adjacent wards or the interests of the city.

The Ward Officers will generally prefer localities within their respective territories; and it is for this Board, acting for the whole city, to exercise a wholesome supervision over the whole subject of the selection of sites.

The costliness of our buildings for school purposes has been the subject of more animadversion than any other portion of our system. The large and, in some instances, elegant structures, meet the eye, and call out from the casual observer exclamations upon the extravagance of expenditure for our schools.

It requires but slight reflection to establish the fact of the superior economy of a large school building over one of half its capacity. Where a great number is to be accommodated, it is obvious that it is cheaper to bring them within the four walls of one large building than within two smaller buildings; the actual cost of the accommodations per scholar will be less—to say nothing of the superior airiness and beauty of the structure, and the great economy and convenience in superintendence and instruction.

While our later structures exhibit so high a degree of excellence of internal arrangement, and such tastefulness in outward aspect, that it would be difficult now to suggest improvement, yet, with the architectural development of the past few years before us, we should hesitate in pronouncing these edifices perfect. The resources of experience and observation are not yet exhausted; and the invention of architects, combined with the skill of mechanics, will yet justify the wisdom of our hesitation. The man who substituted a chimney on the outside of his house for a hole in his roof, and let a ray of light into his dwelling through a bit of oiled paper, doubtless imagined that improvement could go no further.

The school building of 1865 will excel that of 1855 in convenience, healthfulness and beauty.

The furniture of our schools is convenient and admirably adapted to its purposes. The occasion of the complaints that have justly been made for many years, of the deleterious effects of the seats and desks, no longer exists. With the frequent op-

portunities for change of position and exercise afforded the little ones in the Primaries, with judicious foresight on the part of the teacher, there is no reason why attendance upon our schools should be otherwise than physically as well as morally healthful. In some of the buildings of the late Public School Society, the Primary Schools were held in the basement. These basements are sometimes damp, dark, and unhealthful. The earliest opportunity should be taken to remove schools from such localities.

The two great wants of the day are, *first*, cheap and effectual ventilating machinery ; *second*, apparatus for heating air without impairing its life sustaining properties.

It is believed that the conveniences for these purposes in our new school edifices are quite up to the inventions of the day ; but the inventions of the age in these departments are far behind the general progress of science and art. The public mind needs enlightenment. The properties and functions of the atmosphere are not generally well enough understood. And the knowledge that exists on this subject among scientific men needs a master mind to fix and adapt it to subserve the various necessities and conveniences of society.

It is needless to repeat here what has so often been urged, of the absolute necessity of a supply of pure air in our school buildings. The fearful consequences of a vicious atmosphere upon mental activity, to physical health and life, are well known ; and yet our dwelling-houses, our churches, and other public buildings are often, and perhaps generally, without any, even the most rude provision for its purification.

No method of warming public or private dwellings has yet been brought to notice, which in even a remote degree accomplishes the end of furnishing warm air with any economical expenditure of fuel. It is believed to be practicable to heat a school building with one-quarter the fuel now employed.

This Board, impressed with the importance of these subjects, has, by stringent by-laws, brought them under its own control, through the operation of the Committees on Sites and School-Houses, and Warming and Ventilation.

The convenience, comfort and healthfulness of our schools depend much upon the watchfulness and intelligence of these

two Committees. No school building can be constructed without every improvement that up to this time has been approved by experience, without negligence on their part.

This Board is invested with plenary power on the subject of School sites, School buildings, and School furniture, (sections 23 and 24, Law 1851,) and the respective Committees on these subjects should be invested with a power of supervision of such work as may be in progress, in their several departments, in order that by adding their vigilance to that of the Ward Officers, any departure on the part of contractors from the provisions of the contracts may be immediately discovered and remedied.

In the Fifteenth and Eighteenth Wards, school buildings have been constructed for the exclusive accommodation of girls. It is claimed that separate schools for the sexes contributes greatly to the economy in conducting the school, and in advantages in many other respects.

The external appearance of a public building for schools should be attractive and appropriate, rather plain and severe in style, than elaborately ornate; it should be constructed with a view to permanence and stability and safety, as well as convenience and healthfulness. Every dollar of money appropriated should be returned in the work and materials. Crooked and unsafe walls—shaky ceilings—bad mortar, and unsound timber, ought to find no place in school constructions.

The inspection and watchfulness that ensures these results are such only as should satisfy this Board; and these results being obtained, we shall hear no more charges of wastefulness or prodigality in the use of the public money.

#### ANNUAL FAIR AND PROCESSION.

The suggestions made in the Annual Report of 1854 on this subject, took a practical shape by the adoption of the following resolution, introduced by Dr. William Hibbard, a Commissioner from the Seventeenth Ward, on the 9th of May, 1855:

*Resolved*, That an Annual Fair for the Exhibition of Writing, Drawing and Needle-work, be held, under the direction of the Committee on Course of Studies and School Books, on the afternoon of the Saturday of June, in each year, in one

of the Ward School buildings, or elsewhere, as the Committee or this Board may direct, and that the teachers of the several Schools be and they are hereby invited to send specimens—the product of their pupils—for exhibition to such Fair.

The exhibition was held on the 29th of June; and although but a very limited time was allowed for gathering the articles exhibited, yet so satisfactory were the results, that on the recommendation of the Committee on Course of Studies—the Board, on the 12th of December, adopted the following By-Law:

§ 1. There shall annually, in the month of November, be held, under the direction of the Committee on Course of Studies and School Books, an Exhibition of Drawing, Painting, Needlework, Penmanship, and other productions of the Grammar Schools.

§ 2. At such exhibition nothing shall be exhibited as the industry of any school, except such articles as shall be the production of the pupils in the several schools, during the twelve months next proceeding such Annual Exhibition.

The annual fair has therefore become a permanent feature in our school operations. It is judiciously confined to the productions of the pupils of the schools during the twelve months preceding the exhibition, and will at the same time afford a stimulus to the children of the schools, and offer to the public a favorable opportunity of an acquaintance with their annual progress.

As connected with the subject of a fair, it is proper here to allude to the communication, by Abel T. Anderson, Esq., Chairman of the Board of School Officers of the Eighteenth Ward, of the following resolution of that body:

NEW YORK, May 5th, 1855.

ALBERT GILBERT, Esq.

Clerk of the Board of Education:

Dear Sir,—At a meeting of the Board of School Officers of the Eighteenth Ward, held on the 4th instant, the following resolution was unanimously adopted, and directed to be duly authenticated and transmitted through you to the Board of Education:

*Resolved*, That we recommend to the Board of Education

that a day be appointed in the month of June for a Public Exhibition and Procession of all the children in the Public Schools of the city, and that suitable arrangements be made for the same, in order that many of our citizens, who are now ignorant may know what is being done for the good cause of education in our Common Schools.

Respectfully yours,

ABEL T. ANDERSON,

Chairman.

E. DELAFIELD SMITH,  
Secretary.

If the suggestion contained in this resolution is put in operation under judicious management, it will be a valuable means of awakening the attention of the people of our city to our schools.

Let a procession be formed of the children, to walk up Broadway from such a point as will enable them to reach the Crystal Palace without fatigue, and let the exercises there be consistent with the objects of our schools, and appropriate to the thousands of parents and children assembled; and it would be difficult to imagine a more effectual method of commanding public attention.

While such an occasion would afford an agreeable recreation for the children, it would afford an opportunity to reward the studious and attentive with some suitable decoration or with a position of distinction at the head of a small platoon. Teachers and scholars would find much benefit and gratification in such an arrangement.

One serious objection to these exhibitions lies in the fact that our schools are broken up, really for one day, and practically in preparations for several; this objection would be partially obviated by fixing upon the same day for the annual fair and the procession.

#### FREE ACADEMY.

This Institution has been followed by the eye of hope along its progress, from its inception to the present time, with that degree of interest that would naturally attach to the fortunes of

an experiment, which, if successful would inaugurate a new era in the history of popular education.

The seventh year of its existence is now complete. That year has witnessed a degree of prosperity in its affairs exceeding that of any of its predecessors, and such as this Board records in its annals with peculiar satisfaction.

The care, government, and management of the Academy, has been carried on during the year 1855, by the following Executive Committee:—

ABRAHAM D. WILSON,	ALANSON S. JONES,
RANDOLPH W. TOWNSEND,	EDWARD B. FELLOWS,
ABRAHAM V. WILLIAMS,	BOLTIS M. FOWLER,
EDWARD L. BEADLE, Chairman.	

The subjoined table shows the number of applicants and admissions at each successive examination since its establishment:—

DATES.	APPLICATIONS.	ADMITTED.	REJECTED.
February, 1849, .....	272	143	129
July, " .....	186	58	78
February, 1850, .....	126	52	74
July, " .....	119	81	38
January, 1851, .....	158	105	53
July, " .....	195	130	65
January, 1852, .....	199	130	69
July, " .....	257	131	126
July, 1853, .....	164	160	4
July, 1854, .....	187	173	14
July, 1855, .....	365	323	42
	2178	1486	692

From this table it will be seen that the number of applicants and admissions was much greater at the last than at any previous examination, and that the proportion of those examined who were admitted was very large.

With a far inferior standard of educational qualification, and with no age prescribed, the applicants at the first examination numbered 272; of these only 143 were admitted. At the last examination, with an age fixed at not under 13 years, of 365 applicants 323 were admitted, and the examiners remarked that the candidates were much better prepared than at any previous admission.

The influence that the Academy would exert upon the Common Schools was very early advanced as a prominent, if not the most prominent argument for its establishment, and the statistics quoted show that the expectations of its projectors in this regard have not been disappointed.

The fact cannot be disputed that the Grammar Schools of this city, were never in a better condition than at present, and it cannot be doubted that much of their efficiency is due to the stimulus and tone that is given to the classes by the operation of the Academy.

The expense of conducting the Free Academy during the past year has been as follows:—

Salaries.....	\$33,741	27
Repairs to the building.....	2,380	29
Apparatus.....	1,161	34
Text books, fuel, and supplies..	3,484	26
Printing, cleaning, and incidental expenses.....	1,771	50
Library .....	90	32
<hr/>		
Total.....	\$42,628	98

The act of the Legislature, establishing the Academy, was passed May 8, 1847, and by its terms the annual support of the Academy was not to exceed \$20,000.

In a report of 1848 on the management of the Academy, it was estimated that to educate 800 scholars, a Principal and fifteen Professors and Assistants would be required, and that those qualified could be obtained for an annual compensation of \$17,400, and "that enough will be left of the \$20,000 after paying teachers' salaries," to defray the "expenses of books to be bought from year to year."

It was further stated in the report, "the number of teachers embraced in this estimate, it will be observed, has reference to the wants of the Academy, as it will be when filled with scholars and all its arrangements perfected."

The salaries of the Instructors have been increased to the amount of nearly \$32,000 per annum, for less than 600 students—more than double the sum estimated in 1848, (that being

\$17,500 for 800 scholars,) by the originators of the Institution. The report of the Faculty of Oct. 17, 1855, alludes thus to the necessity of still further aid: "The appointment of an additional tutor in the department of mathematics, is imperatively called for. Over and above their prescribed amount of oral tuition, the members of the Faculty are now each occupied from 5 to 7 hours weekly in the petty and irksome task of keeping order in the study rooms."

The Executive Committee for the last year seem to regard it as still a question requiring careful consideration whether the number of the higher grades of Professorships might not be reduced without impairing the efficiency of the Institution. That Committee, it is understood, were about to submit to the Board for its action a proposition of this nature, but failed to do so for want of time to mature their plans.

It is repeatedly remarked in the earlier documents respecting the Academy, that it was adequate to accommodate 1000 scholars.

The City Superintendent in his report of January, 1855, says, "its accommodations are amply sufficient in all respects for more than double its present numbers."

By the report of the Faculty of the Free Academy made to the Board, Oct. 17, 1855, it appears that the total number in the Academy was 589, and in the same report may be found the following remarks:—"Our students have now become so numerous that the Academy building, spacious as it is, proves entirely inadequate to accommodate them all with comfort."

There would seem to be opinions here on the subject of the capacity of the Academy difficult to reconcile.

The Executive Committee are of the opinion that by dividing some of the larger class-rooms, and dividing and seating the Chapel Hall, sufficient accommodations can be had for nearly double the present number of pupils, and with these alterations, which can be made at a small expense, the present building will answer every purpose for a number of years.

It has been objected that the advantages of the Academy are not extensively enjoyed by the children of parents who are not wealthy, but that they are almost exclusively monopolized by the children of those in good pecuniary circumstances. If this



be true, it arises from no omission on the part of this Board, or on the part of the faculty of the Academy. The most impartial determinations are made upon the examination of candidates for admission ; the examiners are not even permitted to know the names of these candidates ; any charge of partiality towards any particular class will be effectually answered, by the fact that, at the last examination, of 365 applicants for admission 323 were admitted.

If the children of parents of small pecuniary means are not as numerous on the rolls of the Academy as some might wish, it is for the same reason that the same class of children are not found in other colleges—that is, because their parents cannot afford to support them through the course.

Are those, who make this criticism upon the Academy, prepared to advocate the payment of an annual stipend to each pupil to enable him to stay at the Academy until he can finish his course ? There is no other manner by which those who have not the ability to provide food and clothes for themselves during a long course of study can be enabled to attend.

Again, Will these objectors advance any reason why the children of those more favored with this world's goods should not attend the Academy ? Who but these pay the main portion of the taxes that sustain it ? The impression seems to have been made upon some minds, that this Academy was established exclusively for the poor ; this is an error, and experience has shown that if the Academy is to be confined to the education of this class alone, large numbers of its benches will remain vacant. Very few avail themselves of the advantages of a collegiate course in any community—the major part prefer immediate occupation that furnishes immediate results. The commercial idea prevails. Were a college established for instruction in Runic characters, in Egyptian hieroglyphics, or in Assyrian arrow-headed writing, few would be found to enter, were its instruction altogether free, and for the reason that but few would regard information of this kind as of any value ; the great mass would refuse its advantages, because of their inability to turn it to practical use, or in other words, they could not see it to be their interest. So it is with a collegiate course ; but comparatively few enter upon it for the same reason, and the more

lofty and unpractical the course of study in the Academy, the fewer pupils will be found to avail themselves of it.

In the establishment of an institution of this novel nature, embarrassments are to be expected. This Board and the Faculty of the Academy aim to avail themselves of every development in its progress to improve upon the past.

During the earlier years of its history few were found to enter its walls. In the year 1850, but 133 were admitted. The desire to increase the attendance upon the Academy and to prepare students for the course of the succeeding year, gave rise to the adoption of a course of study in the introductory department of the Academy, which might well be confined to the higher classes of the Ward schools, and to the introduction of pupils of an age too immature for the proper comprehension of the studies of a collegiate course. As children advance in years and develop their preferences for business occupations, parents are induced to withdraw them from schools to enter upon the active affairs of life; often they are compelled to do this. The requirements of age and qualification govern in a great degree the admission into the Academy. If the standard of age is placed at a low figure, the introductory class will be well filled. If it is advanced, the falling off will immediately appear. The faculty of the Academy have perceived the difficulties that surround this subject, and they have sought to adopt a judicious medium course. The faculty in the last report say, "that a vast increase in the usefulness of the Academy, and in its beneficial influence on the schools would result from elevating in due time the standard of attainments required from candidates for admission, and postponing the time prescribed for such application to a more advanced age."

The mind of a child of 13 years of age is but illy adapted to cope with problems of philosophy and science, except as illustrated in the most familiar manner. The studies in the introductory department of the Academy can be, and in the main are, pursued with equal advantage in the higher classes of the schools.

An objection has been made that too much time is devoted to the ancient languages and literature. When it is recollected that every boy may make choice on entering the Academy of a full academic course, either with or without the ancient languages, it will be seen that there is no ground for this objection.

Of the students admitted at the last July examination, 200 chose the study of the ancient languages, and 123 the modern languages.

The following table exhibits the number admitted and rejected, from the opening of the Academy up to last July, the number who chose the ancient and modern languages, their average age, and the average time of attendance upon the Common Schools :—

TERM.	Examined.	Rejected.	Admitted.	Chose Ancient languages.	Chose Modern Languages.	Average Age.		Average time of attendance in Common School.	
						Y.	M. D.	Y.	M. D.
February 1849.....	272	126	143	96	47	13	10 4	3	2 15
July " .....	136	78	58	50	8	14	3 5	3	3 0
February 1850.....	126	74	52	37	15	14	0 0	2	10 0
July " .....	119	38	81	60	21	14	0 18	2	10 3
January 1851.....	158	53	105	78	27	13	0 6	2	4 16
July " .....	195	65	130	101	29	14	0 6	2	7 7
January 1852.....	199	69	130	96	34	13	11 15	2	4 6
July " .....	257	126	131	80	51	13	10 0	2	3 11
July 1853.....	164	4	160	110	50	14	3 8	3	4 27
July 1854.....	187	14	173	123	50	13	7 12	3	2 25
July 1855.....	365	42	323	200	123	14	3 10	3	3 29
	2178	692	1486	1031	455	14	0 29½	3	1 00

The question whether the studies of a young man shall comprise the literature of the dead languages, depends very much upon the nature of the occupation to which his after life will probably be devoted.

An arrangement of an academical course that requires every student to spend a large portion of the time embraced in the course, in becoming familiar with classical literature, is manifestly unjust to those whose future avocations are to be of an industrial and practical character. While on the other hand, it is wrong to deny to the student, desirous of placing himself in the highest elevation of intellectual culture, access to those early springs of poetical sublimity and simplicity, and those pure fountains of patriotism that illustrate and adorn the pages of the Greek and Roman poets and orators.

In the Free Academy, the practical difficulties investing this question are resolved, the advocate and the opponent of classi-

cal literature each find an ample and complete course of study adapted to his own view ; and the statistics above given indicate that the selection of a classical or modern course is determined by a wise discrimination on the part of the students or their parents.

Dr. Frederick Edward Beneke, of Berlin, in his work on the "Theory of Education," argues this question with singular clearness, comprehensiveness, and practicality. In Germany, it will be remembered, there are three classes of Schools, the "Volkschulen," or Schools for the people; the "Burgerschulen," or Schools for the population of commercial and manufacturing cities, belonging to the "Burgher" or citizen class ; and the "Gymnasias," for those who desire a wider and more extensive range of education.

A few extracts from the work of Dr. Beneke, against teaching the ancient languages, in the Burgher Schools, will here find appropriate place :—

"Those who advocate the claim of the learned languages are wont to bring this forward in the first place, that our modern intellectual culture is historically so intimately connected with antiquity that into any thorough course of education, going beyond the claims of mere necessity, at least one of the ancient languages ought to be admitted. But the answer to this is evident. Our intellectual culture in modern times has made itself gradually more and more free from the influence of ancient literature, in such a manner that it is now able to stand on its own merits, and in a position altogether independent. Those, indeed, whose position in the social system calls upon them to know and to teach, not only what the world now is and ought to be, but also how it came to be what it is, and through what strange mutations and metamorphoses it has passed, may,—nay, must,—go back to the original germs and far-withdrawn beginnings of things ; but, for such as mean only to work on the prepared foundation of modern society, and whose activity is principally directed to the external relations of life, such laborious pilgrimages into the remote past are neither necessary nor expedient. It is to be particularly observed, also, that the ancients however high they stand in literature and philosophy, are in

those branches of science which are most useful to the class we now speak of, particularly defective in mathematics and natural history, and physics, the staple of a good Bürger education. We can learn little from the ancients that will repay the trouble of studying them, and the little that may be learned is to be learned by him only who is at once a man of profound science, a philosopher, and a scholar; not, certainly, by a merchant, an agriculturist, or an engineer.

\* \* \* \* But the Latin language, we are told further, is, in many views, the only proper basis of all knowledge. To this I answer directly—name the branch of knowledge to the attainment of which Latin is *now* essential—to which Latin is to such an extent the key that the profit to be obtained will stand in an intelligible relation to the labor expended? That many technical phrases in the different sciences are derived from the Latin, is an argument that scarcely can be advanced seriously. These phrases can be explained etymologically as they occur; and besides this reason, if it were any reason at all, would be a much stronger plea for the introduction of Greek than of Latin into the education of a German merchant or engineer. As for what is commonly said that the Latin is the root of most modern languages, and must therefore be studied, if not for its own sake, at least for the sake of these, there is a practical fallacy in this too obvious to demand any labored refutation. The time spent in the Latin preparation for learning the languages themselves. The bulk of the language, that is to say the vocables, can be taken up as readily in an English or a Spanish, as in a Roman shape. And what should we say of the man who when building a house first threw away all his money on a magnificent threshold, and then finds that he has been laboriously constructing an entry to nothing? Such is the wisdom of many of those who learn Latin that they may with the greater ease learn French, Spanish and Italian.”

Arriving at the conclusion that the classics should be excluded from the Burgher Schools, our author comes up to the defence of the study of the learned languages, with all the freshness and enthusiasm of a mind sensitive to their elegances, and affluent with spoils from their treasuries of sublimity and masculine beauty.

It is difficult to extract from an argument so continuous and so compact; but the value of the suggestions contained in the following paragraphs is such as to entitle them to a place here at the risk of impairing the felicity of expression by breaking the connection of the line of reasoning.

“As to what they urge against the ancient languages, in the first place that they are too far removed from our modern habits of thoughts, too strange to interest or edify us, I must be allowed to say, without meaning to say anything paradoxical, that this very strangeness is precisely the thing that ought to invite our familiarity. For while the classical student works himself sympathetically into the sentiments and manner of expression of the ancient world, he by this very act necessarily receives a mental expansion and breadth of view that the study of no modern languages could have conferred, for in these last both the modes of thought and the matter coincide so much with our own, that for the purpose of supplementing our intellectual deficiencies, they must ever be comparatively feeble. Besides, this greater contrast between the ancient habits of thought and the modern has a strong virtue to stir the interest and to fix the attention. An ancient author, even where he is only second or third rate, is infinitely more suggestive than a modern, merely because he is ancient. It is by the strong power of contrast that we most readily learn to compare, and in the habit of extended comparison and faithful deduction the art of philosophising consists.

In the second place, if it be a more difficult task to attain an available knowledge of the ancient languages than of the modern, this difficulty also is an advantage. It has been, and is the most perverse of all methods of proceeding in education, to think only how we may make all instruction as easy as possible for the learner. Knowledge of any kind can be easily taken up and appropriated only in proportion as it is superficial. When the time for instruction commences, the time for play is over; the time for intellectual exertion is come, and it is the business of the teacher so to select and apportion the objects of teaching, that they may afford a course of gymnastics to the learner. Instead, therefore, of inventing methods to make

study easy, some talk might be expected to be made of the best art of inventing difficulties. Now, there are few studies that present such a complete course of intellectual gymnastics as the study of ancient literature. We do not speak here of the mere external elements of ancient literature, the lexicographical and grammatical frame-work, all this we most willingly give up to the objector as by no means peculiarly fitted either to expand or to strengthen the mind, and the more such merely mechanical processes can be facilitated and accelerated the better. But the sacrifice which we make in mastering the mere externals of ancient learning, is more than compensated by the developing power which they possess in so eminent a degree when duly followed out. Those compositions which can be had without any great demands on our intellectual activity, flit across our minds superficially, leaving scarcely a trace behind. Take for example, any historical or poetical work in our mother tongue, or in any modern language. Spurred on by an interest in the subject, we drive rapidly forward from one point of prominence to another, but this very celerity of progress which is so pleasant prevents us from thoroughly grasping and detaining the characters and events as they pass before us. At the end of our movement there remains but an imperfect shadowy outline of what we have read, and in a short time even this shadowy outline vanishes. The same thing happens with the mere style and manner of expression. We may pause perhaps for a moment over this and the other passage, peculiarly pointed and impressive, but in general we are in too great a hurry to receive any distinct impression from the beauties of style, or will not dwell on a passage long enough to know in what its rhetorical excellence consists. And if this be so with grown up men, how much more must it be the case with young persons whose minds are so disposed to triviality and dissipation. It is the duty of the teacher, therefore, rather to put a drag on the light and rattling spirits of youth, than to pioneer the road too smoothly before them. Now, this salutary drag on the precipitancy of youthful minds, is exactly what the ancient languages are so well calculated to supply. While the scholar is laboriously employed in constructing piecemeal a historical, poetical, or rhetorical whole from the biographies of a Plutarch, the tra-

gedies of a Sophocles, or the orations of a Demosthenes, he is forced to spend as much intellectual strength on a single elementary trait as he does on a whole work in the mother tongue, or on a whole comparison in any modern tongue; and in this way both the matter and the manner of the thing read are appropriated and assimilated in a way most conducive to a healthy reproduction on the part of the receiver, and to a free development of the higher powers of reflection on the phenomena of the intellectual world.

But it is not only that ancient literature by power of contrast is more suggestive to us moderns; there is at the same time a simplicity of character, both in the thoughts and in the manner of expression of the ancients, that is more readily appreciable by the youthful mind than the more complex relations of our modern development. The works of the ancients are a mirror of the childhood and boyhood of humanity. Our children and boys now understand these works by a natural sympathy better than our men. There is too much reflection and philosophising of all kinds in modern literature for the juvenile taste; there is something more elementary and immediate, more fresh, and as it were transparent among the ancients. The ancient world also presents something more self-contained, less straggling and involved, than the modern. If the approach to the view be, as we have admitted, more laborious, the objects, when they fairly start out from the mist, are more tangible and more comprehensible. \* \* \* \* Whatever truth there may be in these representations, it will be observed of any mere external elegance and polish that may belong to the remains of ancient literature handed down to us. The advantages of which we have been talking result from the essential character of ancient works, in thought and emotion and expression; these advantages belong to them as products of the ancient mind, not as models of what is finished and satisfying in works of art. But when we consider further, that in addition to the simplicity and tangibility of their contents, and their less complex character generally, the works of the ancients stand unrivalled as models of chasteness and truth in art, we find ourselves provided with another and a most salutary check against that looseness, ill-regulated luxuriance and extravagance by which the compositions of



modern literature have too frequently been characterized. \* \* \* We conclude, therefore, on a view of the whole matter, that for him who wishes to plant himself upon the highest position of intellectual cultivation, an initiation into ancient literature is absolutely indispensable. Only when so initiated is he in a condition to survey comprehensively, to contemplate clearly, and to see profoundly into what human nature, under its various aspects, can achieve by the aid of ancient learning alone—is the educator enabled to extend his view beyond the narrow horizon of the view which encompasses him, and to distinguish between that which is merely local or temporary, and that which is of universal significance. And this extent of vision alone it unquestionably is that entitles him to say that he is *educated* in the highest and complete sense of that word.”

Schedule No. 9, appended to the report, shows the number of candidates admitted and rejected for each school, from 1849 to 1855. This table furnishes a most favorable opportunity for the School Officers of the various wards to ascertain, in some degree the comparative excellence of the teaching in their respective schools.

It is impossible to examine the communications of the principal of the Academy to this Board, without admiring the systematic arrangement that pervades them, and the sound practical suggestions with which they abound.

It is believed that the embarrassments that surrounded the earlier years of the institution have, in a great degree, been dissipated, and the Academy invites the youth of all departments in life to enter its halls and enjoy the rich intellectual repasts that are freely spread before them.

#### FREE ACADEMY FOR GIRLS.

The subject of a Free Academy for Females, although having in former years engaged the attention of the Board of Education, has been permitted during the past year to remain quiescent, the subject not having been directly before the Board. Such views as have been expressed in the Board upon the subject were merely incidental.

It is not, however, from this to be understood that the Board of 1855 feel any diminished zeal or interest in the cause of female education. On the contrary, the Board find it difficult to express their high estimate of the value to a community of a wide range of education among its women. From them infancy and childhood derive their earliest and most lasting impressions; and the teachings of these early years are influential in no small degree in determining the whole course of the after-life.

The question which has been the subject of so much discussion, whether or not the mind of woman possesses the same capacities for the processes of ratiocination as that of the man, is probably no nearer a determination now than ever before.

The difference in the characteristics of the minds of the sexes is, without doubt, mainly to be attributed to the circumstances under which they are respectively developed; to women has been awarded a more sensitive organization, a greater volume of the sensibilities and more delicate feelings that pervade the human mind. But these pleasing attributes are awarded to them at the same time that it is denied that they possess as high development of the reasoning faculties that are so instrumental in the government of society.

Conceding the importance of culture and intelligence among women, the Board have doubted whether the establishment of a Free Academy for Females would in any great degree contribute to it. The higher classes in our common schools furnish opportunities for as high a degree of education as the great mass of pupils desire, and the establishment of a Free Academy for girls will, without doubt, take the best pupils from the Ward Schools and educate them mainly in the same branches. This inherent difficulty in the way of the free academies is the fact that the parents of a great majority of the children, for whom these institutions are primarily intended, require the services of their children before they reach the maturity requisite to great mental culture and discipline. The working of kindred establishments goes to show this. The Normal Schools of the State are obliged to offer pecuniary inducements to the pupils, in order to secure attendance. While the Free Academy for boys, in the seven years of its existence, is for the first

time tolerably well filled, it is believed that it draws largely upon the higher classes of the Ward Schools for its first year, and after the first year the falling off in numbers is very great.

In making these few practical suggestions, the Board do not wish to be understood as recording its deliberate judgment against the Female Free Academy. It may be quite possible that as fewer girls than boys seek early occupations, a larger proportion of the girls being kept at home while the boys are sent to trades, a Free Academy for girls might be highly successful, while one for boys would meet but moderate encouragement. The daily Normal Schools that are soon to go into operation will afford opportunities for observation, and its results will afford valuable means to aid in determining the question of the practicability of a Free Academy for girls.

Conscious of the pervading importance of female education, the Board commits this subject to the enlightened judgment of its successors, in the hope that their observation and intelligence will suggest such measures as will meet the obvious requirements of the age for a high degree of cultivation and intelligence among women.

#### NORMAL SCHOOLS.

It is apparent that this branch of our educational establishment is most salutary in its operation upon the whole system.

The by-laws of this Board require that—

§ 1. There shall be a Normal School for the instruction of the Female Teachers employed in the several schools under the direction of this Board, which Normal School shall hold its session on every Saturday in the year, from 9 o'clock, A. M., till 2 o'clock, P. M., with the exception of the Saturdays in the month of August, and those falling on the holidays prescribed by this Board.

§ 2. There shall also be a Normal School for the instruction of male teachers in the several before mentioned Schools, which shall hold its sessions as follows, viz:—From the 1st of Novem-

ber to the 1st of May, in each year, on Wednesday from 4 to 7 o'clock, P. M., and on Saturdays from 4 to 8 o'clock, P. M.; and from the 1st of May to the 1st of November, in each year, on Wednesdays and Fridays from 4 to 7 o'clock, P. M.

§ 3. All teachers below the grade of Principal, except such as shall possess a full certificate of qualification as teacher of Common Schools, and except the teachers in the Evening Schools during the terms of those schools, shall be required to attend punctually and regularly the sessions of the Normal School Committee and the School Officers of the Ward in which they may be employed.

Instructors of eminent ability are provided in this School for the improvement of those teachers who have now in their turn become scholars.

The object and effect of these arrangements of the Board are to elevate the standard of instruction in our schools, to teach the teachers how to discharge their duties among those over whom they are placed, and to furnish to Ward Officers an opportunity, by the inspection of the Quarterly Report of the Executive Committee, to become acquainted with the attainments and standing of the teachers engaged by them.

The supervision and management of these Schools have for the last year been under the care of the Executive Committee on Normal Schools, consisting of the following gentlemen :—

WILLIAM H. NEILSON,	BENJAMIN R. WINTHROP,
WILLIAM HIBBARD,	ANDREW H. GREEN,
JOHN DAVENPORT,	WILLIAM S. SEE,
D. W. C. McCLOSKEY.	

The requirements of the by-laws are strictly enforced, and the Committee have been promptly and cordially sustained in their action by this Board.

Without intending to derogate in the least degree from the fidelity with which the remaining members of the Committee have discharged the duties imposed upon them, it is but just to say, that to the indefatigable and systematic labors of the Chairman of the Committee, WILLIAM H. NEILSON, Esq., the Board are in a high degree indebted for the order, regularity, and efficiency that pervade the whole management of this School.

The Normal School for Females is under the immediate management of Mr. LEONARD HAZELTINE, Principal, and Miss SUSAN WRIGHT, Vice-Principal.

The number of pupils on register is as follows :

Male Normal School.....	65
Female.....	697
Colored.....	20
Total .....	<hr/> 782

Absences are noticed by the Committee ; and without a satisfactory explanation thereof, the wholesome provisions of the by-law are unhesitatingly applied.

The provisions of the Board on this subject are as follows :

§ 6. If any teacher, not excused as aforesaid, shall neglect to attend regularly and punctually the sessions of the Normal Schools for teachers, and faithfully pursue the studies appointed for them, it shall be the duty of the Normal School Committee to report such delinquent to the Board of Education, which shall proceed to declare the situation of such teacher forfeited ; and after register upon the minutes of that body of such forfeiture, no payment of salary shall be made to such delinquent except for services performed prior to such declaration.

Examinations are held under the immediate scrutiny of the Committee, semi-annually, and promotions made in accordance with the result of these examinations.

The Board has during the last year determined upon the establishment of a daily Normal School, with the object of preparing those desirous to enter the teacher's profession for its responsible duties.

It was deemed unwise, as a measure of economy, to incur the expense of engaging a corps of teachers before some evidence was obtained that the advantages of such school would be appreciated by a sufficient number to justify the undertaking.

The following resolution was adopted at the meeting of the Board, held on the 30th of May last :—

*Resolved*, That the Executive Committee on Normal Schools proceed forthwith to open the Female Department of the Daily Normal School upon the afternoons of Monday and Thursday

in each week, for the registry, examination, classification and instruction of pupils, and that the male pupils at present attend for the same purpose, the sessions of the Male Normal School for teachers ; and that when the number of female pupils on register and in attendance, shall be 100 or more, the Female Department of the Daily Normal School shall be regularly organized ; and when the number of male pupils on register or in attendance shall be 50 or more, then the Male Department of said Normal School shall be likewise regularly organized, according to the by-laws, rules and regulations of this Board.

No steps have yet been taken towards the organization of the schools, but it is expected that the Board for 1856 will take early measures in that direction.

It is believed that this school will, during the coming year, with sufficiently wide notice of its establishment, command a large attendance, and become a valuable instrumentality in training for our schools a well-educated body of teachers. Some of the principal by-laws adopted for the government of this school are the following :

§ 1. A Normal School, for the education and training of those who are desirous of adopting the profession of teacher, shall be held in the rooms of the building corner of Grand and Elm streets, to be designated for such purpose, on the usual school days, which shall be under the management of the Executive Committee on Normal Schools, under the direction of the Board of Education.

§ 7. All persons, residents of the city of New York, of the age of 14 years and upwards, if females, and 16 years and upwards, if males, may be admitted to the Day Normal School, if qualified, on subscribing a declaration that it is their intention, in good faith, to pursue the profession of teacher, after graduating in the Common Schools of the city of New York.

§ 9. The qualifications required, shall be good moral character, sufficient physical competency to be able to teach, and ability to pass a good examination in such studies as are required for entering the Free Academy.

§ 10. Pupils, upon being admitted, shall subscribe the following declaration :—

I, the subscriber, hereby declare that it is my intention to devote myself to the business of teaching in Common Schools, and that my object in resorting to this Normal School is the better to prepare myself for this important duty, and I furthermore declare that I intend, in good faith, to continue in the School for at least two consecutive terms, or until honorably discharged by the Executive Committee on Normal Schools, and pledge myself to submit to all the rules and regulations prescribed for the government of the schools.

#### LIBRARIES.

By provision of the act of April 17, 1838, the sum of \$55,000 of the United States deposit fund was required to be distributed among the several school districts of the State, and by the Trustees of Districts, to be appropriated for three years, (extended in 1839 to 5 years,) for the purchase of a district library, and after that time for a library, or for the payment of teachers' wages.

By the 5th section of the same act, the proportion distributed to the city of New York, might be applied either to the support of school libraries, or to the payment of teachers.

An examination of these provisions will effectually remove an existing impression that these moneys were originally intended for libraries, and that their appropriation to the fund out of which teachers are paid, is a misapplication.

The removal of this misapprehension is the more important, as it seems to have crept into several of the documents of the Board.

The application by this Board of this money has been such as complies with the statute.

The propriety of establishing libraries in the country districts rests on grounds widely different. From the fact that it was in 1838 deemed proper to establish libraries in the country districts, it by no means follows that it would be expedient to establish them in every school-house in this city in 1855.

In 1838 the means of distributing books throughout the country were by no means as great as they now are. Railroads were but few, and the means of access to many parts of the State

were infrequent, tedious ~~and~~ expensive. Literature was by no means generally circulated. The authority given by the Legislature to establish joint district libraries, at the same time that it recognizes the demand made for more libraries, also admits the inconveniences, expenses, and often wastefulness, of the plan of maintaining separate district libraries.

The opinion of the State Superintendent of Schools on this subject, as found in his Annual Report, shows how much these institutions are neglected, even in the country, where it is difficult to procure reading matter. That opinion is as follows:—

“The advantages that actually result from their establishment, while unquestionably large, are, it is to be feared, sensibly decreasing. It is now through their secondary influence in having excited a taste for reading, which seeks its gratification in the private purchase of books, that the libraries are of very considerable value, rather than by actually supplying the demand they originally stimulated. In those districts where the libraries have been best appreciated and most extensively read, the interest in their contents is to the largest degree exhausted, and can only be renewed by a constant replenishing of the shelves with fresh books. The existing appropriation is too small to produce a very marked effect in this way, and the consequence is, that both the old and the new volumes are falling into neglect. As the inhabitants cease to resort to the libraries, the officers who are charged with their custody and preservation become careless and indifferent, and the books are stowed away like the forgotten lumber of a garret, to moulder and dilapidate.

“Melancholy evidence of the truth of their waning usefulness is presented in the fact, that the undersigned is compelled to report an apparent diminution of 31,940 volumes, in immediate juxtaposition with the expenditure of over \$43,000 in the past year, which ought to have largely swelled their number. It is doubtless true that this reported decrease is unreal, and that it is to be charged to defects in the statistics. But the fact that the department has been forced to present such erroneous returns in spite of its efforts to secure accuracy, is of itself conclusive proof that the books are so scattered that they cannot



be correctly catalogued, or that the librarians, who must reflect, in this particular, the feelings of those by whom they are appointed, regard them as of too subordinate importance to require great exertion in obtaining minute information about their condition. The increasing applications to this department for permission to expend the library money for the payment of teachers' wages, confirm the evidence."

Another error seems to have gained ground here, that these libraries were intended solely for children. It is believed that the object of their establishment was to provide the adult population of the country districts with valuable reading matter, as well as in some measure to provide books for children.

With testimony from so high a source for a guide, it would be well, before acting in this matter, to determine whether the money would be best expended by carrying out the provisions of the by-laws that now require the establishment of libraries in all the grammar schools.

Before any libraries are established in this city, it should be determined whether the character of the volumes upon its shelves shall be those adapted to the minds of children merely, or whether adults shall participate in the advantages they offer.

The expense of books and book-cases, and of a person to take charge of a library in each school, will be very great. It may be said that volunteers will be found to act as librarians, without any compensation; but no reliance can be placed upon the permanency of unpaid services. The result will probably be a corps of librarians, employed at no inconsiderable expense.

Should it be determined hereafter to establish libraries in this city, it will be necessary to decide whether the interests of education will be best subserved by the establishment of a library in each grammar school, as now required by the by-laws, or by opening two or three libraries in various parts of the city, at convenient distances, and applying to their support and extension whatever moneys are made applicable to libraries.

## EVENING SCHOOLS.

These valuable adjuncts in our system show in their reports for this year an increased attendance, and highly satisfactory results.

The total number registered in 1854 was 12,012; of these, 8,654 were males and 3,358 females. In 1855, the total number registered was 12,662, with an average attendance of 5,485. These schools have steadily progressed since their organization in 1847-8, as will be seen by the following table :—

Year.		Schools.	No. of Teachers.	Average attendance.	Cost.
1847	1st year.....	6	31	1224	\$ 6,089 46
1848	2d year.....	15	72	2190	14,289 78
1849	3d year.....	17	88	2490	14,288 99
1850	4th year.....	20	106	2945	16,500 98
1851	5th year.....	20	100	3085	12,606 85
1852	6th year.....	23	117	2756	14,092 88
1853	7th year.....	25	119	3319	17,563 77
1854	8th year.....	27	144	5077	26,234 58
1855	9th year.....	29	191	5485	36,386 37

These Schools have been conducted during the past year under the supervision of the Executive Committee on Evening Schools, made up of the following gentlemen :

JOHN DE LAMATER,	ANDREW J. PERRY,
WILLIAM JONES, Jr.,	JAMES C. RUTHERFORD,
HENRY P. WEST,	LEONARD L. JOHNSON,
FLORENCE MCCARTHY.	

The services rendered by this committee are as arduous in character as they are important in their results. The necessity for repeated visitations of these Schools, scattered as they are from the Battery to Harlem, occasions a very serious draft upon the time and attention of the Committee.

The fact that the attendance upon our Evening Schools is so constantly increasing, is conclusive of what has been stated in another part of this report, that a large number of children are unable to attend the Day Schools, and without the advantages offered by the Evening Schools, they would be deprived of any

opportunities for education. Brief practical lectures on scientific subjects, popularly illustrated, would, it is believed, add a most useful feature to these evening instructions. It is desirable that a strict watch be kept in order that the Evening Schools be rigidly confined to the instruction of apprentices and those who cannot attend the Day Schools.

#### COURSE OF STUDY, BOOKS, ETC.

The studies pursued are, with but unimportant variations, the same as in the year 1854.

A valuable suggestion remains yet unacted upon by the Board—that of the employment of a competent person to give practical lectures upon natural history, and the sciences of geology, mineralogy, chemistry, botany, &c., in all our schools. The lecturer might occupy one hour in each school, and so arrange his lectures, that each Grammar School shall have the benefit of two or more lectures in the course of the year. The lectures should be illustrated with convenient and tasteful apparatus. It is believed that much valuable information, practical in its character, could be thus imparted, and these lectures would serve as a pleasant episode in the routine of school life.

The variety of text books published for use in schools, and the active exertions made by the advocates of each to have them introduced is, and has been, a source of great difficulty. The Board has limited the catalogue of text books to be used in the schools, within which limit a choice is permitted.

It would not be practicable to establish a rigid uniformity in the use of particular text books in all the schools.

By reserving to the Trustees of the various Wards the opportunity to select from a catalogue of text books designated by this Board, such as would be best adapted to the method of instruction adopted in their various schools, a sufficient latitude in choice of books would be secured, and at the same time economy ensured, for it would be against the power of a person controlling the sale of a particular book, to place upon

it such an exorbitant price as would lead to the substitution from the catalogue of another book on the same subject.

Exercises in vocal music, of a character to accustom the whole school to join in the chorus, are already very general in the schools ; it is neither reasonable to expect, nor proper to undertake to teach the science of music to each individual scholar ; so much time and such unwearied and protracted exertion are requisite to attain any excellence in vocal music or in instrumentation, that if it is to be obtained by the scholar, it must be by application beyond the walls of the school-house.

The union of hundreds of the voices of children in simple chorus as they raise—

“ To the Giver of all good  
“ Their daily offering of praise,  
“ Their song of gratitude,”

is harmonizing and tranquillizing in its effect upon the school, and interesting to the casual auditor.

The amount of knowledge necessary to conduct those musical exercises, which are appropriate to schools, is often and perhaps generally possessed by some one of the teachers in each school, and where it is not the case, regard should be had in filling the vacancies, which are so frequently occurring, to some degree of musical skill on the part of the appointee.

In this manner, music would be taught in each of the schools by some one of the regular corps of teachers, and the expense attending the employment of a person to teach music as a specialty would be avoided.

While the instruction imparted in our schools is mainly intellectual in its nature, it is not, nor is it desirable that it should be separated from those influences that control the character and conduct through the medium of the conscience, which in youth either gains supremacy, or in the struggle for it is weakened and exhausted.

To obstruct the free action of this unerring regulator of the moral being in youth, is to introduce confusion into the whole machinery of the after-life.

To neglect the education of the moral faculties, at this period

of life, is as perilous to the career of the future man, as to adventure the freighted merchantman upon her voyage, without chart, compass or helm.

A system of education that operates upon the intellect only, is meagre and insufficient. It is due not only to the individual, but to the society that is either to be graced by his virtues or protected against his vices, that his moral nature be nurtured into a high development.

The merely intellectual man is not always a safe man. Examples are not wanting of the perversion of the highest intellectual attainment to purposes that have produced misery and mischief to society. Indeed, without those characteristics that fit the individual for society—those qualities of mind and heart that lead him to deal justly with his fellows, and to keep the fountains of his sympathy open to their sorrows and sufferings, an intellectual growth, however eminent may be regarded as a deformity.

The individual or collective agency which undertakes to direct the utterance of the religious aspirations of childhood through any prescribed form of external worship, or to engraft upon the youthful mind doubtful scions of some favorite religious creed, charges itself with a responsibility as momentous and as limitless as is the destiny over which its influence is exerted.

The duty of nurturing a religious faith, and of informing the soul upon its relations to the Creator and all His creatures, has been wisely left to the lessons of the sanctuary and the fireside; and until the minister at the altar neglects the solemn trust, and the parent forgets the immortality of his own offspring, no other human agency should desire to force itself into such unenviable responsibilities, nor should be permitted to interfere with concerns of such dignity and sanctity.

These educational instrumentalities, acting each in its own appropriate sphere, are full of promise for the future. In the results of their activity and energy the statesman finds springing up an influence powerful to correct and counteract that arrogance and vaingloriousness which accompanies, in the nation, as well as in the individual, the rapid increase of material

wealth, and indispensable to that form of Republican Government that depends, not only for its permanence, but for its very existence, upon the virtue and intelligence of all its citizens, and the approach of which to their shores is hailed with eager delight by the oppressed of all nations.



By order of the Board,

WM. H. NEILSON,  
*President.*

ALBERT GILBERT,  
*Clerk.*

## Schedule No. 1.

*Showing the length of time each School has been kept open, and the actual Average Attendance, and the Whole Number Taught in the several Schools, as appears from the annual returns for the year ending January 1st, 1856.*

Schools.	Number of Sessions.	Average Attendance.	Whole number Taught.	Location of School.
School No. 1.				
Boys' Department,	446	210,254	600	} Fourth Ward, 245 William st., near Duane.
Girls' do.	446	148,316	460	
Primary do.	445	348, 33	1067	
School No. 2.				
Boys' Department,	424	230,263	653	} Seventh Ward, 116 Henry st., near Pike.
Girls' do.	428	168, 46	527	
Primary do.	429	350,127	1062	
School No. 3.				
Boys' Department,	452	287,120	693	} Ninth Ward, cor. of Hudson and Grove sts.
Girls' do.	450	288, 2	725	
Primary do.	449	401,135	1226	
School No. 4.				
Boys' Department,	443	174,269	620	} Thirteenth Ward, 203 Rivington street.
Girls' do.	444	246, 98	681	
Primary do.	287	673,	1772	
School No. 5.				
Boys' Department,	446	121, 43	474	} Fourteenth Ward, 222 Mott street.
Girls' do.	446	120,125	364	
Primary do.	444	161,	685	
School No. 6.				
Boys' Department, }	478	264,114	678	} Twelfth Ward, Randall's Island.
Girls' do.				
Primary do.				
School No. 7.				
Boys' Department,	430	189, 64	551	} Tenth Ward, 60 Chrystie st., near Hester.
Girls' do.	425	218, 98	601	
School No. 8.				
Boys' Department,	443	144,353	342	} Eighth Ward, 66 Grand st., near Wooster.
Girls' do.	444	75, 57	218	
Primary do.	444	188,105	645	

In these tables the figures to the right, in the columns of Average Attendance, are intended to express the number of 460ths of a whole number used in the calculation: thus, 210,254 as stated to be the average of the Boys' Department of Ward School No. 1, is meant to express  $210\frac{254}{460}$ .

Schools.	Number of Sessions.	Average Attendance.	Whole number Taught.	Location of School.
School No. 9.				
Boys' Department,	437	96,216	329	} 22d Ward, cor. of 82d st. and 11th Avenue.
Girls' do.	486	73,418	280	
School No. 10.				
Boys' Department,	446	132,207	502	} Fifteenth Ward, Wooster st. near Bleecker
Girls' do.	446	110,432	330	
Primary do.	446	253,168	635	
School No. 11.				
Boys' Department,	440	256,294	839	} Sixteenth Ward, 17th st. near 8th Avenue.
Girls' do.	450	265,	656	
Primary do.	346	673,	2065	
School No. 12.				
Boys' Department,	458	193, 36	525	} Seventh Ward, 371 Madison st., near Jackson.
Girls' do.	450	160,214	418	
Primary do.	450	328, 22	960	
School No. 13.				
Boys' Department,	450	208,	704	} Seventeenth Ward, Houston st., between Norfolk and Essex sta.
Girls' do.	450	199,310	411	
Primary do.	450	384,258	1002	
School No. 14.				
Boys' Department,	450	303,319	895	} Twenty-first Ward, 27th st., near Third Avenue.
Girls' do.	450	243, 44	630	
Primary do.	451	409,	1368	
School No. 15.				
Boys' Department,	329	283,248	800	} Eleventh Ward, 289 Fifth st., between Avenue O and D.
Girls' do.	331	284,210	667	
Primary do.	351	246,118	1073	
School No. 16.				
Boys' Department,	450	145,400	404	} Ninth Ward, Thirteenth st., near 7th Avenue.
Girls' do.	450	130,312	406	
Primary do.	449	221,152	859	
School No. 17.				
Boys' Department,	448	298,	691	} Twenty-second Ward, 47th street, between 8th and 9th Avenues.
Girls' do.	447	262, 48	645	
Primary do.	447	487,302	1213	
School No. 18.				
Boys' Department,	451	113, 74	387	} Nineteenth Ward, 51st st. and Lexington Avenue
Girls' do.	450	92,318	286	
Primary do.	456	178,438	921	
School No. 19.				
Boys' Department,	446	316,220	946	} Seventeenth Ward, cor. 1st Avenue and 9th st.
Girls' do.	446	259,398	749	
Primary do.	446	504, 12	1734	
School No. 20.				
Boys' Department,	448	336,408	840	} Tenth Ward, Ludlow st., near Delaney.
Girls' do.	446	219,306	547	
Primary do.	445	558,243	1765	
School No. 21.				
Boys' Department,	446	174, 26	489	} Fourteenth Ward, Marion street, near Prince.
Girls' do.	446	129,187	360	
Primary do.	446	342, 84	790	
School No. 22.				
Boys' Department,	446	262,254	673	} Eleventh Ward, Stanton st., corner of Sheriff
Girls' do.	446	228, 79	504	
Primary do.	446	320, 25	825	



Schools.	Number of Sessions.	Average Attendance.	Whole number Taught.	Location of School.
School No. 23.				
Boys' Department,	450	170,279	608	} Sixth Ward, 26 and 28 City Hall Place.
Girls' do.	446	101,196	383	
Primary do.	446	258,174	1124	
School No. 24.				
Boys' Department,	280	163,100	397	} Sixth Ward, Elm st., near Leonard.
Girls' do.	280	104,	235	
Primary do.	280	236,251	558	
School No. 25.				
Boys' Department,	439	99,126	494	} Fourth Ward, 13 Oak st.
Girls' do.	439	40,277	144	
Primary do.	439	86,185	347	
School No. 26.				
Boys' Department,	430	164, 4	506	} Fourth Ward, 32 James st., near Chatham.
Girls' do.	424	104,458	404	
Primary do.	430	260, 92	1097	
School No. 27.				
Boys' Department,	440	38, 4	123	} Fourth Ward, 74 Oliver street.
Girls' do.	440	87,584	365	
Primary do.	440	97, 25	338	
School No. 28.				
Boys' Department,	448	270,	750	} Twenty-second Ward, 40th st., near 8th ave.
Girls' do.	447	206,376	591	
Primary do.	445	417,	1504	
School No. 29.				
Boys' Department,	450	203, 36	454	} First Ward, 97 and 99 Greenwich street.
Girls' do.	446	142,454	336	
Primary do.	446	594, 12	1660	
School No. 30.	446	176,230	774	11th Ward, 276 Second st
School No. 31.				
Boys' Department,	450	198,268	491	} Seventh Ward, Monroe st., near Montgomery.
Girls' do.	450	123,326	360	
Primary do.	450	329,219	960	
School No. 32.				
Boys' Department,	448	147,153	550	} Fourteenth Ward, Baxter st., near Grand.
Girls' do.	446	130,255	331	
Primary do.	446	383,417	1435	
School No. 33.				
Boys' Department,	448	313,387	820	} Twentieth Ward, 35th st. near 9th Avenue.
Girls' do.	443	322, 16	857	
Primary do.	448	576,301	1943	
School No. 34.				
Boys' Department,	445	200,116	521	} Thirteenth Ward, Broome st., between Sheriff and Willett.
Girls' do.	445	191,294	455	
Primary do.	446	374,141	1316	
School No. 35.				
Boys' Department,	448	363,	1048	} Fifteenth Ward, 13th st., near 6th Avenue.
Girls' do.	448	229,339	672	
Primary do.	448	327,418	1107	
School No. 36.				
Boys' Department,	302	273,276	883	} Eleventh Ward, Ninth st. near Avenue C.
Girls' do.	302	249,	678	
Primary do.	302	464,	1456	

Schools.	Number of Sessions.	Average Attendance.	Whole number Taught.	Location of School.
School No. 37.				
Boys' Department,	448	125,120	262	} Twelfth Ward, 86th st., near Fourth avenue.
Girls' do.	449	100, 87	243	
Primary do.	448	189,148	541	
School No. 38.				
Boys' Department,	444	293,	692	} Eighth Ward, Clarke st., near Broome.
Girls' do.	446	282,325	686	
Primary do.	445	461, 76	1365	
School No. 39.				
Boys' Department,	446	90, 34	243	} Twelfth Ward, 125th st., bet'n 2d & 3d avenues.
Girls' do.	449	82,182	218	
Primary do.	448	189,148	541	
School No. 40.				
Boys' Department,	446	482, 2	1242	} Eighteenth Ward, 20th street, between 1st and 2d avenues.
Girls' do.	290	287,262	769	
Primary do.	442	468,	1858	
School No. 41.				
Boys' Department,	449	387,	925	} Ninth Ward, Greenwich ave., opposite Charles street.
Girls' do.	449	280,	686	
Primary do.	450	449,395	1067	
School No. 42.				
Boys' Department,	448	300, 71	890	} Tenth Ward, Allenstreet, between Walker and Hester streets.
Girls' do.	448	266,	680	
Primary do.	447	574, 98	1770	
School No. 43.				
Boys' Department,	450	70,	187	} 12th Ward, 129th st. and 10th av. Manhattanville.
Girls' do.	450	107,	351	
School No. 44.				
Boys' Department,	441	373,448	896	} Fifth Ward, corner North Moore and Varick sts.
Girls' do.	441	366,360	887	
Primary do.	445	609,217	1831	
School No. 45.				
Boys' Department,	443	489,118	1080	} Sixteenth Ward, 24th st., between 7th and 8th avenues.
Girls' do.	445	446,194	1136	
Primary do.	446	867,	2375	
School No. 46.				
Boys' Department,	449	91,106	213	} 12th Ward, 156th st., be- tween 9th and 10th ave.
Girls' do.	449	78,305	197	
School No. 49.				
Boys' Department,	150	259,	491	} Twenty-first Ward, 37th st., bet. 2d and 3d ave.
Girls' do.	149	171, 25	341	
Primary do.	437	381, 6	1308	
School No. 50.				
Girls' Department,	150	453, 52	767	} Eighteenth Ward, 20th st., bet. 2d and 3d ave.
Primary do.	148	404,	801	
Total.....		35,784,416	102,974	

## PRIMARY SCHOOLS.

Schools.	Sessions.	Average.	No. Taught.	Location of Schools.
Primary School No. 1,	446	92,	269	10th Ward, 88 Orchard st., nr. Broome
.. .. 2,	434	155,	653	6th Ward, 103 Bayard st., nr. Baxter.
.. .. 3,	446	124,131	414	11th Ward, 100 Cannon st. nr. Stanton
.. .. 4,	447	177,	527	10th Ward, Chrystie st., near Delancy.
.. .. 5,	450	85,	325	7th Ward, 401 Cherry st., nr. Scammel.
.. .. 6,	136	138,123	248	13th Ward, Suffolk st., near Delancy.
.. .. 7,	448	154,	482	11th Ward, 6th st., bet. av. B & C.
.. .. 8,	429	97,	294	8th Ward, 61 Thompson street.
.. .. 10,	449	118, 89	316	9th Ward, 174 Amos st., nr. Washingt'n
.. .. 12,	283	156,192	487	13th Ward, Broome st., cor. Ridge.
.. .. 13,	440	202,	668	6th Ward, 101 Bayard st., nr. Baxter.
.. .. 14,	430	115,119	364	10th Ward, rear of 60 Chrystie street.
.. .. 15,	444	130,	454	17th Ward, 36 Stanton st., nr. Chrystie
.. .. 16,	446	186,238	568	13th Ward, Cannon st., near Broome.
.. .. 17,	444	126,432	463	5th Ward, 461 Greenwich street.
.. .. 18,	450	99,	234	7th Ward, 401 Cherry st., nr. Scammel
.. .. 19,	446	162,	639	16th Ward, 20th st., nr. Seventh av.
.. .. 20,	446	173,290	500	11th Ward, cor. av. C and Fourth st.
.. .. 21,	156	107, 69	170	13th Wd., 203 Rivington st.
.. .. 22,	450	196,329	544	9th Ward, cor. Bleecker & Downing st.
.. .. 23 & 24,	445	81,245	276	8th Ward, 61 Thompson street.
.. .. 25,	446	123,	285	16th Ward, 98 West 17th street.
.. .. 26,	446	146,227	438	16th Ward, 98 West 17th street.
.. .. 27,	448	126,198	337	9th Ward, 174 Amos st., nr. Washingt'n
.. .. 28,	446	97,	382	6th Ward, White st., cor. of Centre.
.. .. 29 & 30,	443	206,	535	1st Ward, 3 Stone street.
.. .. 31 & 32,	452	102, 79	371	9th Wd., 175 Barrow st., nr. Greenwich
.. .. 33,	448	99,174	333	18th Wd., 25th st., bet. Madison & 4th av
.. .. 34,	447	97,183	602	22d Ward, cor. 43d st. and 8th ave.
.. .. 35,	444	159,107	530	5th Ward, 461 Greenwich street.
.. .. 36,	449	92,	366	9th Ward, Waverly Place, nr. Bank st.
.. .. 37,	449	88,	318	9th Ward, Waverly Place, nr. Bank st.
.. .. 38,	429	123,182	368	10th Ward, rear of 60 Chrystie st.
.. .. 39,	442	123,380	448	16th Ward, 233 West Eighteenth st.
.. .. 40,	443	112,361	371	13th Ward, rear of 147 Clinton st.
.. .. 41,	444	109,435	331	13th Ward, rear of 147 Clinton st.
.. .. 42,	448	128, 18	367	11th Ward, 100 Cannon st., nr. Stanton
.. .. 43,	446	198,372	400	13th Ward, Rivington st., nr. Goerck.
.. .. 44,	446	107, 28	406	13th Ward, Rivington st., nr. Goerck.
.. .. 45,	450	193, 18	593	17th Ward, cor. Houston & Eldridge st.
.. .. 46,	440	103,	257	17th Ward, 11th st., bet. 3d & 4th ave.
.. .. 47,	440	112,	277	17th Ward, 11th st., bet. 3d & 4th ave.
.. .. 48,	442	133,348	513	16th Ward, 283 West 18th street.
.. .. 49,	450	184,	618	9th Ward, Horatio st., nr. Hudson.

Schools.	Sessions.	Average.	No. Taught.	Location of Schools.
Prim'y School No. 50,	446	101,140	334	8th Ward, 545 Greenwich street.
.. .. 51,	446	84, 67	314	8th Ward, 545 Greenwich street.
.. .. 52,	447	99,439	307	18th Wd, 25th st., bet. Madison & 4th a.
.. .. 53,	446	254,	752	11th Ward, 4th st., near avenue C.
.. .. 54,	448	319,131	976	20th Ward, 29th st., nr. Ninth av.
.. .. 55,	443	69,420	225	19th Ward, 84th st., nr. Fourth av.
.. .. 56,	446	515,410	1818	20th Ward, 37th st., nr. Tenth av.
.. .. 57,	455	298, 87	904	18th Wd., in Demilt Dispensary building, 23d st. and 2d av.
.. .. 58,	448	576,165	1464	18th Ward, bet. 1st av. and avenue A, in 19th street.
Total Prim'y Schools,		8,074,326	25435	

## COLORED SCHOOLS.

Schools.	Sessions.	Average.	No. Taught.	Location of Schools.
Colored School No. 1.				
Boys' Department,	448	146,136	324	14th Ward, 135 Mulberry st., bet. Grand and Hester.
Girls' do.	448	116,	325	
Colored School No. 2.				
Boys' Department,	450	44, 43	127	8th Ward, 51 and 53 Laurens st., near Broome.
Girls' do.	450	59,308	152	
Primary do.	448	105,245	306	
Colored School No. 3.	449	19,149	75	22d Ward, 85th st., bet. 7th & 8th aves.
Colored School, No. 4.	443	18, 48	33	12th Ward, 117th st., near 2d avenue.
Colored School, No. 5.				
Boys' Department,	453	41,188	113	5th Ward, 19 Thomas st.
Girls' do.	444	42,435	116	
Primary do.	444	62,123	359	
Colored School, No. 6.	216	31,	70	20th Ward, cor. 29th st. and 7th av.
Primary School, No. 1.	440	126, 20	301	16th Ward, 15th st., near 7th avenue.
Primary School, No. 2.	446	65,	134	11th Ward, rear of the church, 2d st. near avenue C.
Primary School, No. 3.	446	55,105	178	
Total, .....		932,420	2613	

## CORPORATE SCHOOLS.

Schools.	Number of Sessions.	Average Attendance	No. Taught.
New York Orphan Asylum,			
Boys' Department,.....	490	67,456	68
Girls' do .....	515	57,220	81
Primary do .....	517	58,351	59
Roman Catholic Orphan Asylum,			
Boys' Department,.....	464	361,	455
Girls' do .....	476	239,	302
Roman Catholic Half-Orphan Asylum,.....	462	121,	230
Protestant Half-Orphan Asylum,.....	520	202,	354
Mechanics' Society School,			
Boys' Department,.....	425	9, 35	18
Girls' do .....	424	11, 84	23
House of Refuge,			
Boys' Department, .....	512	422,	706
Girls' do .....	457	67,	112
Hamilton Free School, .....	460	33,148	117
Leake & Watts' Orphan House,.....	508	221,260	250
Colored Orphan Asylum, .....	614	240,411	466
American Female Guardian Society,.....	520	176,	525
New York Juvenile Asylum,.....	563	258,	578
House of Reception of do. ....	560	84, 35	836
Ladies' Home Missionary Society,.....	468	230,	772
Five Points' House of Industry,.....	522	206,	800
Total,.....		3,066,160	6,752

# RECAPITULATION

*Of the Average Attendance for the Year 1855.*

	Average Attendance.	Whole number taught.
Grammar Schools and Primary Departments....	35,784,416	102,974
Primary Schools.....	8,074,326	25,435
Colored Schools.....	933,420	2,613
<b>Total Ward Schools.....</b>	<b>44,792,242</b>	<b>131,022</b>
 New York Orphan Asylum.....	 184,107	 208
Roman Catholic Orphan Asylums.....	721,	987
Protestant Half Orphan Asylum.....	202,	334
Mechanics' Society School.....	20,119	41
House of Refuge.....	489,	818
Hamilton Free School.....	33,148	117
Leake & Watt's Orphan House.....	221,260	250
Colored Orphan Asylum.....	240,411	466
Female Guardian Society.....	176,	525
New York Juvenile Asylum.....	342, 35	1,424
Ladies Home Missionary Society.....	230,	773
Five Points House of Industry.....	206,	800
<b>Total.....</b>	<b>47,858,488</b>	<b>137,774</b>

## AVERAGE ATTENDANCE BY WARDS

FOR THE YEAR 1855.

1st Ward.....	1146, 42	14th Ward.....	1972, 446
4th ".....	1685, 318	15th ".....	1417, 184
5th ".....	1783, 10	16th ".....	3812, 201
6th ".....	1483, 80	17th ".....	2410, 296
7th ".....	2266, 141	18th ".....	2587, 96
8th ".....	2018, 123	19th ".....	454, 330
9th ".....	3498, 371	20th ".....	2655, 30
10th ".....	3176, 209	21st ".....	1764, 394
11th ".....	3747, 144	22nd ".....	2228, 312
12th ".....	1796, 219		
13th ".....	2886, 436		
			<b>44,792,488</b>

## AVERAGE ATTENDANCE IN DETAIL FOR 1855.

Grammar Schools, for Boys.....	10,633, 324
" " for Girls.....	8,964, 420
" " Primary Departments.....	16,186, 132
Primary Schools.....	8,074, 326
Colored Schools.....	933, 420
Corporate Schools.....	3,066, 160
	<b>47,858,488</b>

### Schedule No. 2.

*Showing the Amount of School Money apportioned and paid to the Several Schools.*

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To the Ward Schools.....	\$235,019 54
“ New York Orphan Asylum Schools.....	1,376 50
“ Roman Catholic Orphan Asylum Schools.....	5,685 67
“ Protestant Half Orphan Asylum Schools.....	1,522 95
“ Mechanics' Society Schools.....	152 00
“ Schools of the Society for the Reformation of Juvenile De- linquents (or House of Refuge).....	2,672 92
“ Hamilton Free School.....	242 11
“ Leake & Watt's Orphan House Schools.....	1,562 00
“ Colored Orphan Asylum Schools.....	2,179 00
“ American Female Guardian Society Schools.....	1,092 40
“ Schools of the New York Juvenile Asylum.....	3,061 88
	<hr/>
	\$354,567 97

## Schedule No. 3.

Showing the amount paid for Teachers' Salaries, Books and Stationery, Repairs and Supplies, Fuel, &c., in the Ward Schools of each Ward, and the value of supplies from the Depository, for the year ending December 31st, 1885.

Schools.	Teachers' Salaries.	Books and Stationery.	Repairs.	Supplies.	Fuel.	Janitors' Wages.	Cleaning.	Printing and Advertising.	Furniture.	Supplies from Depository.	Total for 12 Months.
1st Ward.	10,574 26	.....	727 85	290 68	820 03	601 00	129 50	39 10	.....	1,833 97	14,516 34
4th "	17,213 32	.....	1,681 95	547 18	1,270 83	684 52	189 75	3 80	20 00	1,785 55	23,396 90
5th "	16,338 63	.....	2,049 84	330 20	689 82	886 95	253 18	458 49	94 38	1,681 63	22,783 13
6th "	16,700 82	266 15	1,646 01	292 25	840 44	1,287 24	158 96	67 25	40 68	1,608 36	22,908 16
7th "	24,669 10	.....	1,770 37	125 00	1,334 70	1,087 42	302 59	184 11	94 50	2,407 18	31,964 97
8th "	22,250 21	100 00	2,994 18	286 17	1,085 89	897 79	335 36	111 75	273 00	2,104 60	30,438 95
9th "	31,408 66	.....	2,522 33	394 91	2,034 69	1,574 98	433 61	79 94	142 97	2,355 50	40,847 59
10th "	28,683 16	117 47	2,511 84	368 02	1,511 35	1,199 05	17 50	2 00	147 00	3,722 25	38,779 64
11th "	31,818 77	312 60	3,468 07	662 89	1,503 33	1,675 23	477 84	96 43	140 34	5,817 50	45,373 00
12th "	19,254 10	.....	984 12	750 07	2,454 07	891 14	216 44	40 99	106 00	1,884 58	26,581 51
13th "	28,407 17	12 30	1,545 62	688 16	1,312 19	1,055 50	159 00	119 37	.....	4,089 70	37,889 01
14th "	21,976 03	18 90	1,507 76	223 95	1,009 15	1,183 42	235 81	5 50	.....	2,724 38	28,864 90
15th "	14,503 03	.....	176 35	67 75	793 66	706 08	188 00	77 29	.....	2,162 69	18,674 85
16th "	28,198 13	.....	1,752 09	233 50	2,491 21	1,297 63	190 85	217 17	69 50	5,708 14	40,156 22
17th "	16,329 32	.....	796 60	19 69	920 15	648 79	147 50	26 94	12 50	2,423 65	20,325 14
18th "	16,068 22	.....	1,468 32	133 50	1,246 57	1,211 16	334 78	58 38	178 25	3,864 78	24,043 96
19th "	4,378 09	.....	7 33	38 70	811 87	118 66	21 18	61 50	.....	516 64	5,953 97
20th "	13,826 63	.....	1,402 05	112 35	1,365 53	954 55	165 39	52 60	80 62	1,616 80	19,576 52
21st "	10,221 30	27 52	809 96	262 53	879 12	582 18	44 00	43 32	54 00	2,833 96	15,767 84
22d "	23,101 41	.....	2,858 69	207 80	1,164 52	813 80	319 20	85 23	167 86	2,803 37	31,541 38
Total.	\$394,900 36	854 94	92,681 33	6,435 25	25,539 12	19,357 04	4,320 44	1,331 16	1,641 10	52,933 23	540,493 97



**Schedule No. 4.**

*Showing the total value of Books and Supplies furnished from the Depository during the year ending December 31, 1855.*

**WARD SCHOOLS.**

Schools.	Grammar Schools for Boys.	Grammar Schools for Girls.	Primary Departments.	Total.
No. 1.....	\$446 86	\$237 88	\$135 99	\$820 73
" 2.....	478 72	465 29	110 57	1054 58
" 3.....	341 86	329 09	124 12	795 07
" 4.....	1199 66	1055 19	352 61	2607 46
" 5.....	412 31	359 39	100 57	872 27
" 6.....	264 08	.....	67 67	331 75
" 7.....	549 51	399 17	.....	948 68
" 8.....	161 23	220 79	99 25	481 27
" 9.....	247 44	198 14	.....	445 58
" 10.....	244 29	382 91	98 00	725 20
" 11.....	1664 95	1259 22	618 08	3542 25
" 12.....	297 33	257 97	34 25	589 55
" 13.....	444 91	416 20	195 70	1056 81
" 14.....	641 25	341 72	182 47	1165 44
" 15.....	808 67	576 96	188 06	1573 69
" 16.....	184 34	336 14	80 06	600 54
" 17.....	608 30	427 28	158 90	1194 48
" 18.....	176 36	183 23	92 22	451 81
" 19.....	502 41	447 08	95 91	1045 40
" 20.....	477 93	411 24	254 91	1144 08
" 21.....	250 05	265 22	215 44	730 71
" 22.....	724 21	651 69	135 56	1511 46
" 23.....	265 06	251 69	208 05	724 80
" 24.....	379 79	188 22	73 74	641 75
" 25.....	199 72	.....	.....	199 72
" 26.....	281 75	230 19	83 49	595 43
" 27.....	169 67	.....	.....	169 67
" 28.....	636 20	311 23	99 25	946 68
" 29.....	444 20	297 51	287 70	1029 41
" 30.....	74 01	.....	20 01	94 02
" 31.....	382 95	189 00	86 37	658 32
" 32.....	201 50	310 91	159 25	671 66
" 33.....	522 50	647 14	125 04	1294 68
" 34.....	450 08	322 19	271 89	1044 16
" 35.....	926 83	334 91	175 75	1437 49
" 36.....	806 15	1014 85	221 11	2042 11
" 37.....	308 20	126 78	79 83	514 81
" 38.....	533 81	334 75	182 82	1051 38
" 39.....	291 61	117 47	87 87	496 95
" 40.....	788 77	325 85	233 95	1348 57
" 41.....	172 13	347 13	88 97	608 23
" 42.....	503 50	378 43	468 82	1350 75
" 43.....	192 45	119 60	9 64	321 69
" 44.....	658 77	517 35	218 23	1394 35
" 45.....	823 18	579 26	209 24	1611 68
" 46.....	110 29	76 17	.....	186 46
" 49.....	703 62	590 42	374 48	1668 52
" 50.....	.....	1068 94	550 63	1619 57
	<b>\$21,853 41</b>	<b>\$17,901 79</b>	<b>\$7656 47</b>	<b>\$47,411 67</b>

**PRIMARY SCHOOLS.**

No. 1.....	\$59 82	No. 29 & 30.....	\$200 24
" 2.....	53 79	" 32.....	24 61
" 3.....	101 28	" 33.....	90 06
" 4.....	122 14	" 34.....	157 73
" 5.....	35 09	" 35.....	97 87
" 6.....	20 87	" 36.....	53 77
" 7.....	60 02	" 37.....	29 39
" 8.....	19 64	" 38.....	54 71
" 9.....	.....	" 39.....	58 66
" 10.....	37 11	" 40.....	66 66
" 11.....	.....	" 41.....	32 20
" 12.....	30 86	" 42.....	78 97
" 13.....	136 98	" 43.....	76 02
" 14.....	42 07	" 44.....	73 97
" 15.....	60 26	" 45.....	173 30
" 16.....	126 25	" 46.....	43 24
" 17.....	50 94	" 47.....	44 04
" 18.....	69 64	" 48.....	98 96
" 19.....	70 03	" 49.....	61 42
" 20.....	73 52	" 50.....	80 74
" 21.....	10 75	" 51.....	53 36
" 22.....	89 61	" 52.....	78 46
" 23.....	.....	" 53.....	143 62
" 24.....	30 86	" 54.....	82 88
" 25.....	46 68	" 55.....	64 83
" 26.....	83 53	" 56.....	224 73
" 27.....	46 75	" 57.....	79 76
" 28.....	51 04	" 58.....	138 36
" 29.....	84 83		
" 30.....	19 49		\$4119 06

**COLORED SCHOOLS.**

Colored Ward Schools.	Male Departm't.	Female Departm't.	Primary Departm't.	Total.
No. 1.....	\$217 15	\$221 86	\$10 73	\$449 74
" 2.....	174 27	162 67	20 43	357 37
" 3.....	58 91	.....	.....	58 91
" 4.....	32 01	.....	92	32 93
" 5.....	67 40	61 38	27 89	156 67
" 6.....	11 17	.....	.....	11 17
				\$1066 79
Colored Primary Schools.				
No. 1.....	\$194 35	.....	.....	.....
" 2.....	71 80	.....	.....	.....
" 3.....	67 21	.....	.....	.....
" 4.....	3 27	.....	.....	336 73
				\$1403 52

## EVENING SCHOOLS.

Ward.	Male.	Female.	Total.
1st Ward.....	\$190 86	\$111 58	\$302 43
4th ".....	172 66	56 71	229 37
5th ".....	89 33	.....	89 33
6th ".....	198 56	.....	198 56
7th ".....	106 66	.....	106 66
8th ".....	341 12	64 83	405 95
9th ".....	118 32	.....	118 32
10th ".....	252 23	53 91	306 14
11th ".....	393 49	176 07	569 56
12th ".....	31 60	.....	31 60
14th ".....	135 65	32 87	168 52
15th ".....	263 49	53 52	317 01
16th ".....	162 75	182 44	345 19
18th ".....	159 84	61 84	221 68
20th ".....	159 15	36 82	195 97
22d ".....	224 16	96 16	320 32
8th " Colored.....	25 57	32 82	58 39
Total.....	\$3025 43	\$959 57	\$3985 00

## BOARD OF EDUCATION AND EXPENSE ACCOUNT.

\$165 02

## SCHOOL OFFICERS.

3d Ward.....	\$1 61
5th ".....	9 29
6th ".....	83
8th ".....	8 37
9th ".....	4 61
10th ".....	1 64
11th ".....	7 67
13th ".....	12 50
14th ".....	38
15th ".....	2 15
16th ".....	8 34
18th ".....	9 51
20th ".....	43 24
21st ".....	1 25
	<hr/>
	\$111 49

**FREE ACADEMY.**

Text-books and Supplies ..... \$2497 50

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**NORMAL SCHOOLS.**

Male Normal School..... \$423 48  
 Female Normal School..... 1260 56  
 Colored Normal School..... 62 49  


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 \$1746 48

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**RECAPITULATION.**

For the Grammar Schools and Primary Departments.....\$47,411 67  
 " Primary Schools..... 4,119 06  
 " Colored Schools..... 1,403 52  


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 \$52,934 24

**TOTAL WARD SCHOOLS.**

For the School Officers of several Wards..... \$111 49  
 " Free Academy..... 2,497 50  
 " Normal Schools..... 1,746 48  
 " Evening Schools..... 3,985 00  
 " Board of Education and Expense Account..... 165 02  


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 Total..... \$61,439 73

### Schedule No. 5.

*A Detailed Statement of the Incidental Expenses of the Board of Education during the year 1855, (including Janitors' Wages, Fuel, Cleaning, and all other expenses of the Normal Schools, except Instructors' Salaries.)*

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Paid for Salaries of Clerk of the Board of Education and Six Assistants, City Superintendents of Schools and Two Assistants, Superintendent of School Buildings, Janitors, Inspector of Fuel for the Schools, &c.....		\$17,385 69
'	Printing, Engraving and Stereotyping.....	7,067 46
"	Blank Books and Stationery.....	261 19
"	Binding Documents.....	171 89
"	Postage and Express Charges.....	240 46
"	Newspapers and Advertising.....	117 94
"	Designs for School Records.....	72 00
"	Copying Plans of School Houses.....	150 00
"	Coach hire.....	89 75
"	Fuel for Hall of the Board of Education.....	851 85
"	Repairs at " ".....	273 69
"	Lighting the " " (with Gas).....	291 40
"	Furniture for the " ".....	450 41
"	Cleaning the " ".....	155 00
"	Supplies and Sundry Expenses.....	300 96
		<hr/>
		\$27,329 19

## Schedule No. 6.

Showing the amount paid for Rent of School Premises during the year 1855.

To whom Paid.	Schools.	Location.	Present Annual Rent.	Amount Paid in 1855.
Protestant Epis. P. S. Society,	W. S. No. 29,	97 and 99 Greenwich street..	\$ 600 00	\$ 600 00
Do do do	" "	43 and 44 Trinity Place.....	375 00	375 00
W. H. Kissam, Guardian, &c..	P. S. Nos. 2 & 13,	101 and 103 Bayard street....	157 50	157 51
Corporation of Trinity Church,	" " 50 & 51,	545 Greenwich street.....	175 00	318 75*
Do do do	" " 81 & 82,	175 Barrow street.....	100 00	125 00*
A. P. Halsey, Attorney, &c.....	W. S. No. 25,	18 Oak street. ....	400 00	400 00
Eugene Valentine's Executors.	" " 27,	74 Oliver street.....	500 00	500 00
3d St. Meth. Episcopal Church,	" " 30,	2d street, near Avenue C....	300 00	350 00
Yorkville Pub. School Society...	" late 37,	86th street, near 4th Avenue.	188 50	188 43
Orchard Street Church.....	P. S. No. 1,	88 Orchard street.....	300 00	300 00
Bethesda Baptist Church.....	" " 4,	Chrystie street, near Delancy.	300 00	300 00
12th Street Baptist Church....	" " 7,	6th street, bet. Avena. B. & C	250 00	275 00*
Seventh Presbyterian Church...	" " 12,	Cor. Broome and Ridge sts...	250 00	250 00
Stanton Street Baptist Church.	" " 15,	36 Stanton, near Chrystie st..	175 00	163 50
Cannon Street Baptist Church.	" " 16,	Cannon street, near Broome..	500 00	600 00*
30th St. Congregational Church.	" " 19,	20th street, near 7th Avenue..	250 00	250 00
11th Presbyterian Church.....	" " 20,	4th street, near Avenue C....	250 00	275 00*
Third Universalist Church.....	" " 22,	Cor. Bleecker & Downing sts..	300 00	300 00
New York Dispensary.....	" " 23,	Cor. White and Centre streets	300 00	300 00
Bloomington Baptist Church...	" " 34,	Cor. 43d st. and 8th Avenue..	300 00	300 00
German Evan. Mission Church,	" " 45,	Houston street, near Eldridge	250 00	275 00*
First Sabbatarian Church.....	" " 46 & 47,	11th street, bet. 3d & 4th Avs.	300 00	300 00
Union Congregational Church.	" " 53,	4th street, near Avenue D....	300 00	300 00
West 23d Street Baptist Church.	" " 54,	29th street, near 9th Avenue.	185 00	354 00*
1st Wesleyan Methodist Church	" " 55,	84th street, near 4th Avenue.	150 00	150 00
Demilt Dispensary.....	" " 57,	Cor. 23d street and 2d Avenue	800 00	800 00
African Union Church.....	C. S. No. 3,	85th street, bet. 7th & 8th Av.	25 00	25 00
African Meth. Epis. Church...	" " 4,	117th street, near 2d Avenue.	36 00	36 00
Christian Schwarzwelder.....	" " 5,	19 Thomas street.....	425 00	425 00
German Mission Church.....	C. P. S. Nos. 2 & 3,	2d street, near Avenue C....	350 00	350 00
16th Street Meth. Epis. Church	W. S. No. 11,	193 West 18th street.....	discont'd	250 00
Church of the Disciples.....	" "	74 and 76 West 17th street...	Do	198 00
Wes. Meth. Union Congregation	" "	149 West 16th street.....	Do	33 23
Suffolk Street Christian Society,	P. S. No. 6,	Suffolk street, near Delancy...	Do	65 00
Milton L. Weston.....	C. S. No. 6,	Cor. 29th street and 7th Av...	Do	60 00
Kips Bay M. E. Church.....	W. S. No. 49,	37th street.....	Do	300 00
1st Baptist Mariner's Church..	" " 2,	234 Cherry street.....	Do	140 00
				\$9,780 57

Note.—The first five amounts are for ground rent only. Those marked thus\*, include arrearages of 1854.

**Schedule No. 7.**

*Showing the aggregate cost for current expenses; the average attendance; and the cost per scholar in each Ward, during the year ending January 1st, 1856.*

Wards.	Cost for Current Expenses.	Average Attendance.	Cost per Scholar for 12 months on the average attendance.
1st.....	14,517 34	1,146. 42	\$11 69
4th.....	23,896 90	1,685.318	12 22
5th.....	22,783 12	1,788. 10	11 80
6th.....	22,908 16	1,488. 80	14 26
7th.....	31,964 97	2,266.141	13 02
8th.....	30,438 95	2,018.123	13 92
9th.....	40,847 59	3,498.371	10 77
10th.....	38,779 64	3,176.209	11 27
11th.....	45,973 00	3,747.144	11 33
12th.....	26,581 51	1,796.219	13 66
13th.....	37,889 01	2,886.436	11 90
14th.....	28,884 90	1,972.446	13 51
15th.....	18,674 85	1,417.184	12 16
16th.....	40,156 22	3,812.201	9 72
17th.....	20,325 14	2,410.296	7 78
18th.....	24,043 96	2,587. 96	8 58
19th.....	5,953 97	454.830	12 08
20th.....	19,576 52	2,655. 80	6 81
21st.....	15,757 84	1,764.394	8 24
22d.....	31,541 38	2,228.312	13 06

**Schedule No. 8.**  
*Containing a List of the School Houses, with their Location, Size, and Cost of Site, Size and Cost of Buildings, and the Date of their Erection.*

Ward	Schools	Location.	Size of Lot.	Cost of Site.	Character and Size of Buildings.	Cost of Buildings.	Date of Erection.
No. 1	245	William street, near Duane.....	68 ft. front, 66 ft. deep..	\$8000	{ 3 stories high, 40 ft. frt. by 60 ft. dp. }	\$12,000 00	1888
2	116	Henry street.....	75 " 100 " ..	8000	{ 4 wings, each 14 ft. frt. 16 ft. dp. }	22,000 00	1885
3	490	Hudson street, corner Grove.....	65 " 180 " ..	20000	{ 4 " 45 " 107 " }	25,000 00	1821
4	203	Rivington street .....	{ 75 " 100 " ..	12000	{ 2 wings, each 25 ft. by 18 ft. }	36,000 00	1854
5	222	Mott street.....	{ 20 " 65 " ..	10000	{ 3 stories high 75 ft. front by 100 ft. deep }	12,000 00	1822
6	On	Randall's Island.....	75 " 100 " ..	12000	{ 2 " 45 " 105 " }	8,000 00	1826
7	80	Chrystie street, near Hester.....	75 " 100 " ..	12000	{ 2 " 40 " 94 " }	12,000 00	1826
8	66	Grand street, near Wooster.....	75 " 100 " ..	25000	{ 2 " 42 " 100 " }	4,000 00	1830
9	Corner	82d street and 11th avenue.....	100 " 100 " ..	12000	{ 2 " 28 " 90 " }	10,000 00	1828
10	180	Wooster, near Bleecker.....	75 " 100 " ..	12000	{ 2 " 42 " 100 " }	30,000 00	1854
11	17th	street, near 8th avenue.....	100 " 100 " ..	11000	{ 4 wings, each 70 by 23 ft. }	10,000 00	1833
12	371	Madison street, near Jackson....	100 " 100 " ..	11000	{ 3 stories high 42 ft. front by 85 ft. deep. }	10,000 00	1833
13	298	Houston st., bet. Norfolk & Essex.	100 " 100 " ..	11000	{ 2 " 42 " 85 " }	14,000 00	1849
14	27th	street, near 3d avenue.....	100 " 100 " ..	11000	{ 2 " 42 " 99 " }	18,000 00	1838
15	289	Fifth street, bet. avenues C & D..	100 " 100 " ..	11000	{ 3 " 42 " 85 " }	12,000 00	1845
16	13th	street, near 7th avenue.....	100 " 100 " ..	10000	{ 2 wings, each 29x18 ft. }	16,000 00	1846
17	47th	street, between 8th and 9th aves.	100 " 100 " ..	5000	{ 3 stories high 42 ft. frt. by 30 ft. dp. }	23,000 00	1855
18	51st	street and Lexington avenue....	100 " 100 " ..	5000	{ Rear building 20 " 16 " }		
					{ 3 stories, 47 " 78 " }		
					{ Rear building 22 " 22 " }		
					{ 4 stories, 42 " 100 " }		
					{ 4 wings, 16 " 26 " }		



19	9th street, corner 1st avenue.....	{ 69 ft. 3 in. on 1st Av. by 100 ft. on 9th st.	6000 3 stories,	50	100 "	\$13,081 21 1843
20	Ludlow street, near Delancy.....	{ 75 ft. on Ludlow st. 87 ft. 10 in. deep.....	8500 3 stories high 45 ft. front by 82 ft. deep			9,829 14 1843
21	Marion street, near Prince.....	{ 75 ft. on Marion st. 100 ft. deep.....	10600 3 "	50	95 "	12,829 76 1849
22	Stanton street, corner Sheriff.....	{ 69 ft. 10 in. on Stanton by 100 ft. on Sheriff. 49 ft. on City Hall Pl.	10000 3 "	45	90 "	10,000 00 1843
23	26 and 28 City Hall Place.....	{ 69 ft. on east line and 87 ft. on west line. 50 ft. on Elm st. 95 ft. on north side, 90 ft. south side.....	8000 3 "	44	69 "	10,041 72 1843
24	Elm street, near Leonard.....	{ 50 ft. on Elm st. 95 ft. on north side, 90 ft. south side.....	8000 3 "	44	95 "	20,000 00 1843
25	13 Oak street.....	{ 52 ft. on James st. 134 ft. 11 in. on west side, 138 ft. on the east side	Leased	Leased		
26	32 James street.....	{ 52 ft. on James st. 134 ft. 11 in. on west side, 138 ft. on the east side	16000 3 "	50	85 "	11,444 00 1845
27	74 Oliver street.....	{ 100 ft. on 40th st. 98 ft. 9 in. deep.....	Leased	Leased		
28	40th street, near 8th avenue.....	{ 47 ft. 10 in. on Green- wich st. by 97 ft. 6 in. deep.....	2425 3 "	45	90 "	10,000 00 1846
29	97 Greenwich street.....	{ 47 ft. 10 in. on Green- wich st. by 97 ft. 6 in. deep.....	Leased 3 "	45	90 "	15,049 70 1845
30	2d street, near avenue C.....	{ 70 ft. 9 in. on Monroe st. by 97 ft. 2 in. deep	Leased	Leased		
31	Monroe street, near Montgomery.....	{ 70 ft. 9 in. on Monroe st. by 97 ft. 2 in. deep	6000 3 "	40	85 "	13,000 00 1843
32	Baxter street, near Grand.....	{ 75 ft. on Baxter st., by 100 ft. deep.....	10000 3 "			12,830 70 1844
33	35th street, near 9th avenue.....	{ 100 ft. on 35th st. by 98 ft. 9 in. deep.....	5300 3 "	94	42 "	13,000 00 1848
34	Broome st., bet. Sheriff and Willett..	{ 75 ft. on Broome st., by 87 ft. deep.....	5250 3 "	50	87 "	12,400 00 1847
35	13th street, near 6th avenue.....	{ 87 ft. on 13th st. by 103 ft. deep.....	8833 3 "	50	90 "	14,713 90 1847

SCHEDULE No. 8.—Continued.

Ward	Schools	Location.	Size of Lot	Cost of Site.	Character and Size of Buildings.	Cost of Buildings.	Date of Erection.
No. 36		9th street, near Avenue C .....	{ 100 ft. on 9th st. by 100 ft. deep..... }	\$6530 3	" 50 95 "	\$24,000 00	1847
37		87th street, near 4th avenue.....	{ 75 ft. on Clark st. by 90 ft. deep..... }	2800 4	stories high, 48 ft. front by 99 ft. deep	20,000 00	1853
38		Clarke street, near Broome.....	{ 100 ft. on 126th st. by 99 ft. 11 in. deep... }	10000 3	" 50 " 90 "	11,500 00	1847
39		125th st., between 2d and 3d avenues.	{ 80 ft. on 20th st. by 99 ft. deep..... }	1600 3	" 45 " 72 "	7,222 21	1849
40		20th st., between 1st and 2d avenues.	{ 97 ft. on Greenwich av. 119 ft. 1 in. on north-erly side, 166 ft. 5 in. on southerly side.... }	5800 3	" 50 " 95 "	16,000 00	1849
41		Greenwich av., opposite Charles st....	{ 98 ft. on Allen st. by 75 ft. deep..... }	8491 {	4 " 50 " 85 " and rear wings..... }	20,500 00	1850
42		Allen st., between Walker & Hester..	{ 200 ft. on 129th st. 99 ft. 11 in. on 10th av. }	14000 3	" 98 " 72 "	24,000 00	1850
43		129th street, near 10th avenue.....	{ 87 ft. 2 in. on Varick st. 57 ft. 7 in. on North Moore st..... }	1600 3	" 45 " 85 "	16,000 00	1854
44		Corner North Moore and Varick sts..	{ 100 ft. on 24th st. by 98 ft. 9 in. deep..... }	26919 3	" 75 " 87 "	23,534 00	1851
45		24th st., between 7th and 8th avenues.	{ 200 ft. on 156th st. by half the block..... }	8160 {	3 " 54 " 95 " 2 wings 25 by 18 ft. each..... }	32,215 00	1851
46		156th st., bet. 9th and 10th avenues..	{ 100 ft. by half the block... }	2800 2	stories high 40 ft. front by 62 ft. deep	7,015 00	1852
47		12th street, near Broadway.....	{ 100 ft. by half the block... }	28126 4	" .....	38,000 00	1855
48		28th street, between 6th and 7th avs.	{ 100 ft. front by 100 ft. deep }	13800 {	4 " 45 " 81 " 2 wings 24 by 26 and 26 by 39 ft }	40,000 00	1854
49		87th street, between 2d and 3d aves..	{ 100 ft. front by 125 ft. deep }	9900 {	4 stories high 50 ft. front by 125 ft dp }	34,000 00	1855
50		20th street, between 2d and 3d aves..	{ 100 ft. front by half the block }	13000 4	stories high 100 ft. front by 40 ft. deep }	39,000 00	1855

Primary  
School.

No. 1	88 Orchard street.....	.....	25 ft. front, 95 ft. deep...	Leased	{ 3 " 25 " 62 " } Leased.	5,000 00 1846
2	108 Bayard street, near Baxter.....	.....	25 " 100 " ..	Leased	3 rear building 11 by 28.....	1839
3	100 Cannon st., near Stanton.....	.....	21 " 85 " ..	Leased	2 stories high 21 ft. front by 40 ft. deep.	1839
4	Bas't of Church in Chrystie n. Delancy.....	.....	Same as No. 23.....	Leased	Same as No. 23.	
5	401 Cherry st., near Seammel.....	.....	25 " 95 " ..	Leased	{ 3 stories high 25 ft. front by 62 ft. dp. } Rear building 11 by 28.....	5,000 00 1844
6	6th st., bet. Ava. B & C, und. Baptist Ch.....	.....	Same as No. 2.....	Leased	2 stories high 25 ft. front by 50 ft. deep.	1839
7	61 Thompson street.....	.....	25 ft. front, 100 ft. deep..	Leased	Leased.	
8	174 Amos st., near Washington.....	.....	.....	Leased	{ 3 stories high 25 ft. front by 62 ft. dp. } Rear building 11 by 28.....	5,000 00 1845
9	101 Bayard st., near Baxter.....	.....	25 ft. front, 100 ft. deep..	Leased	Leased.	
10	60 Chrystie street (rear).....	.....	.....	Leased	Leased.	
11	36 Stanton st., near Chrystie.....	.....	.....	Leased	Leased.	
12	16 Cannon st., near Broome.....	.....	.....	Leased	Leased.	
13	461 Greenwich street.....	.....	.....	Leased	Leased.	
14	Basement Church in 20th st., n. 7th av.	.....	.....	Leased	Leased.	
15	Corner 4th st. and Avenue C.....	.....	.....	Leased	Leased.	
16	Corner Bleeker and Downing sts.....	.....	.....	Leased	Leased.	
17	61 Thompson st.....	.....	.....	Leased	Leased.	
18	98 Thompson st.....	.....	.....	Leased	Leased.	
19	98 Seventeenth st., near 7th avenue..	.....	.....	Leased	Leased.	
20	98 do. do.....	.....	.....	Leased	Leased.	
21	174 Amos st., near Washington.....	.....	.....	Leased	Leased.	
22	114 White st.....	.....	.....	Leased	Leased.	
23	3 Stone st.....	.....	.....	Leased	Leased.	
24	3 Stone st.....	.....	.....	Leased	Leased.	
25	175 Barrow st., near Greenwich.....	.....	.....	Leased	Leased.	
26	175 Barrow st., do. do.....	.....	.....	Leased	Leased.	
27	25th st., bet. Madison and 4th aves...	.....	.....	Leased	Leased.	
28	43d st., corner 8th avenue.....	.....	.....	Leased	Leased.	
29	.....	.....	.....	Leased	Leased.	
30	.....	.....	.....	Leased	Leased.	
31	.....	.....	.....	Leased	Leased.	
32	.....	.....	.....	Leased	Leased.	
33	.....	.....	.....	Leased	Leased.	
34	.....	.....	.....	Leased	Leased.	

SCHEDULE No. 8.—Continued.

Ward Schools.	Location.	Size of Lot.	Cost of Site.	Character and Size of Buildings.	Cost of Buildings.	Date of Erection.
No.36	9th street, near Avenue C .....	{ 100 ft. on 9th st. by 100 ft. deep..... }	\$65303	" 50 95 "	\$24,000 00	1847
37	87th street, near 4th avenue.....	{ 75 ft. on Clark st. by 90 ft. deep..... }	2300.4	stories high, 48 ft. front by 99 ft. deep	20,000 00	1853
38	Clarke street, near Broome.....	{ 100 ft. on 126th st. by 99 ft. 11 in. deep... }	100003	" 50 " 90 "	11,500 00	1847
39	125th st., between 2d and 3d avenues.	{ 80 ft. on 20th st. by 99 ft. deep..... }	16003	" 45 " 73 "	7,222 21	1849
40	20th st., between 1st and 2d avenues.	{ 97 ft. on Greenwich av. 119 ft. 1 in. on north- erly side, 166 ft. 5 in. on southerly side.... }	58003	" 50 " 95 "	16,000 00	1849
41	Greenwich av., opposite Charles st...	{ 98 ft. on Allen st. by 75 ft. deep..... }	8491	{ 4 " 50 " 85 " } and rear wings.....	20,500 00	1850
42	Allen st., between Walker & Hester..	{ 200 ft. on 129th st. 99 ft. 11 in. on 10th av. }	140003	" 98 " 73 "	24,000 00	1850
43	129th street, near 10th avenue.....	{ 87 ft. 2 in. on Varick st. 57 ft. 7 in. on North Moore st..... }	16003	" 45 " 85 "	16,000 00	1854
44	Corner North Moore and Varick sts..	{ 100 ft. on 24th st. by 98 ft. 9 in. deep..... }	289193	" 75 " 87 "	23,534 00	1851
45	24th st., between 7th and 8th avenues.	{ 200 ft. on 156th st. by half the block..... }	8180	{ 3 " 54 " 95 " } 2 wings 25 by 18 ft. each.....	22,215 00	1851
46	156th st., bet. 9th and 10th avenues..	{ 100 ft. by half the block... }	28003	stories high 40 ft. front by 63 ft. deep	7,015 00	1853
47	12th street, near Broadway.....	{ 100 ft. front by 100 ft. deep }	231264	" .....	33,000 00	1855
48	28th street, between 6th and 7th avs.	{ 100 ft. front by 125 ft. deep }	13800	{ 4 " 45 " 81 " } 3 wings 24 by 26 and 26 by 39 ft.	40,000 00	1854
49	87th street, between 2d and 3d aves..	{ 100 ft. front by 100 ft. deep }	9900	{ 4 stories high 50 ft. front by 155 ft. dp }	34,000 00	1855
50	20th street, between 2d and 3d aves..	{ 100 ft. front by half the bl'k }	13000.4	{ 2 wings each 20 by 40 ft. .... }	29,000 00	1855
51	44th street, bet. 10th and 11th aves..	{ 100 ft. front by half the bl'k }	4800	{ House not yet built }		

No.	Address	Leased	Dimensions	Remarks	Year
1	88 Orchard street.	Leased	25 ft. front, 95 ft. deep.	3 stories high 25 ft. front by 45 ft. deep.	1846
2	103 Bayard street, near Baxter.	Leased	25 " 100 "	3 stories high 25 ft. front by 45 ft. deep.	1839
3	100 Cannon st., near Stanton.	2500		Leased.	1839
4	East of Church in Chrystie n. Delancy	2500		Leased.	1839
5	401 Cherry st., near Scammel.	2500		Leased.	1839
6	6th st., bet. Ays. B & C, und. Baptist Ch.	Leased	21 " 85 "	Same as No. 23.	1844
7	61 Thompson street.	Leased	Same as No. 23.	Rear building 11 by 28.	1839
8	174 Amos st., near Washington.	4000		Same as No. 2.	1839
9	101 Bayard st., near Baxter.	Leased	25 " 95 "	3 stories high 25 ft. front by 62 ft. dp.	1844
10	60 Chrystie street (rear).	2000		Same as No. 2.	1839
11	36 Stanton st., near Chrystie.	Leased	25 ft. front 50 ft. deep.	2 stories high 25 ft. front by 50 ft. deep.	1845
12	16 Cannon st., near Broome.	Leased		Leased.	1845
13	461 Greenwich street.	Leased	25 ft. front, 100 ft. deep.	3 stories high 25 ft. front by 62 ft. dp.	1845
14	Basement Church in 20th st., n. 7th av.	Leased		Rear building 11 by 28.	1845
15	Corner 4th st. and Avenue C.	Leased		Leased.	1845
16	Corner Bleeker and Downing sts.	Leased		Leased.	1845
17	61 Thompson st.	3500		3 stories high 25 ft. frt. by 62 ft. dp.	1844
18	61 Thompson st.	8000		Rear building 11 by 28.	1849
19	88 Savententh st., near 7th avenue.		25 ft. front, 95 ft. deep.	3 stories high 25 ft. frt. by 62 ft. dp.	1849
20	88 do.		Same as No. 25.	Rear building 11 by 28.	1849
21	174 Amos st., near Washington.		Same as No. 10.	Same as No. 10.	1849
22	88 do.		Same as No. 10.	Leased.	1849
23	88 do.		25 ft. front, 100 ft. deep.	3 stories high 25 ft. frt. by 62 ft. dp.	1845
24	88 do.		Same as No. 29.	Rear building 11 by 28.	1845
25	176 Barrow st., near Greenwich.		34 ft. front, 100 ft. deep.	3 stories high 24 ft. frt. by 62 ft. dp.	1846
26	176 Barrow st., do.		Same as No. 31.	Rear building 11 by 28.	1846
27	20th st., bet. Madison and 4th av.		25 ft. front, 100 ft. deep.	3 stories high 25 ft. frt. by 62 ft. dp.	1846
28	43d st., corner 4th avenue.	Leased		Rear building 11 by 28.	1846

SCHEDULE No. 8.—Continued.

No.	School.	Location.	Size of Lot.	Cost of Site.	Character and Size of Buildings.	Cost of Buildings.	Date of Reversion.
No. 35	461 Greenwich st.	.....	Same as No. 17.	Leased	Same as No. 17.		
36	Waverly place, n. Bank and Hammond	.....	50 ft. front, 66 ft. deep.	5000	2 stories high 26 ft. frt. by 66 ft. dp. }	\$7,000 00	1839
37	do. do.	.....	Same as No. 36.	.....	Same as No. 36.		
38	60 Chrystie st., (rear)	.....	Same as No. 14.	.....	Same as No. 14.		
39	233 West 18th st.	.....	25 ft. front, 100 ft. deep.	3000	{ 3 stories high 25 ft. frt. by 6 ft. dp. }	5,000 00	1845
40	Rear of 147 Clinton st.	.....	40 " 50 "	2500	{ Rear building 11 by 28 " }		
41	Rear of 147 Clinton st.	.....	Same as No. 40.	.....	{ 3 stories high 25 ft. frt. by 40 ft. dp. }	4,000 00	1839
42	100 Cannon st., near Stanton	.....	Same as No. 3.	.....	{ Same as No. 40.		
43	Rivington st., near Goerck	.....	86 ft. front, 100 ft. deep.	4000	{ 3 stories high 25 ft. frt. by 45 ft. dp. }	5,000 00	1839
44	Rivington st., near Goerck	.....	Same as No. 43.	.....	Same as No. 43.		
45	Cor. Houston and Eldridge sts.	.....	.....	Leased	Leased		
46	11th st., between 3d and 4th avenues.	.....	.....	Leased	Leased		
47	11th st., between 3d and 4th avenues.	.....	.....	Leased	Leased		
48	233 West 18th st.	.....	Same as No. 39.	.....	Same as No. 39.		
49	Horatio st., near 8th avenue.	.....	.....	Leased	Leased		
50	545 Greenwich st.	.....	25 ft. front, 100 ft. deep.	Leased	3 stories high 25 ft. frt. by 62 ft. dp. }	5,000 00	1845
51	545 Greenwich st.	.....	Same as No. 50.	Leased	Same as No. 50.		
52	25th st., bet. Madison and 4th avenues.	.....	Same as No. 33.	.....	Same as No. 33.		
53	4th st., near Avenue D.	.....	.....	Leased	Leased		
54	29th st., near 9th avenue.	.....	.....	Leased	Leased		
55	84th st., near 4th avenue.	.....	.....	Leased	Leased		
56	37th st., bet. 10th and 11th avenues.	.....	70 ft. front, 107 ft. deep.	3900	3 stories high 58 ft. front by 100 ft. dp.	19,000 00	1854
57	23d st. & 2d avenue (Demit Dispensary)	.....	.....	Leased	Leased	.....	
58	19th st. bet. 1st avenue and avenue A.	.....	83 ft. front, 92 ft. deep.	7200	3 stories high 40 ft. front by 90 ft. deep.	13,000 00	1854

Colored Schools		50 ft. front, 100 ft. deep.		6000	2 stories high 86 ft. front by 75 ft. deep.	6,000 00
No. 1	135 Mulberry st., bet. Grand & Hester.	50 "	98 "	5000	3	6,000 00
2	51 and 53 Laurens st.	50 "	98 "	5000	3	6,000 00
3	Yorkville.	.....	.....	Leased	Leased	
4	117th st., near 2d avenue.	.....	.....	Leased	Leased	
5	19 Thomas st.	.....	.....	Leased	Leased	
6	28th st., near 8th avenue.	.....	.....	Leased	Leased	
Colored Primary						
No. 1	16th st., near 7th avenue.	.....	.....	Leased	Leased	
2	Rear German Ch., 2d st., near Av. C.	.....	.....	Leased	Leased	
3	Rear German Ch., 2d st., near Av. C.	.....	.....	Leased	Leased	

### Schedule No. 9.

*Showing the Number of Candidates from each School Admitted and Rejected, from February, 1849, to July, 1855 inclusive, as the Schools are now numbered and designated.*

School No.	1849.				1850.				1851.				1852.				1853.		1854.		1855.		TOTAL.			
	Feb.		July.		Feb.		July.		Jan.		July.		Jan.		July.		July.		July.		July.		A.		R.	
	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.		
1	1	1	0	0	3	1	3	2	1	1	2	0	0	0	5	0	0	0	0	7	1	22	6			
2	3	7	1	4	1	4	2	1	0	0	1	5	2	0	0	6	2	0	6	0	20	27				
3	3	3	3	6	0	0	2	0	1	4	2	0	0	7	2	1	0	0	0	7	1	20	22			
4	2	0	1	1	0	0	1	0	0	0	2	1	0	0	0	0	0	0	0	1	0	7	2			
5	3	3	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	5			
6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
7	12	3	1	5	1	0	3	0	0	5	3	0	11	3	4	9	9	0	0	7	1	51	26			
8	7	13	1	3	2	13	6	3	10	9	3	2	1	3	0	1	1	1	2	0	2	40	48			
9	0	1	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1			
10	2	3	0	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	3	1	5	0	10			
11	0	0	0	3	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	7	0	7	4			
12	1	0	0	0	0	2	0	1	1	2	3	0	0	4	0	0	0	0	2	0	5	2	12			
13	2	6	1	0	1	1	0	0	0	0	0	0	0	0	3	4	0	0	0	1	0	0	7			
14	6	1	3	3	5	4	4	4	3	1	3	2	1	0	1	1	3	0	3	0	11	1	43			
15	9	3	1	2	2	7	3	0	3	0	0	0	0	1	0	5	1	0	2	0	0	0	21			
16	1	4	1	3	2	2	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	5				
17	0	6	0	1	0	0	0	0	0	0	5	5	11	12	8	15	15	1	9	1	19	2				
18	2	4	0	2	0	0	0	2	2	0	0	0	0	0	0	0	0	0	3	0	7	0				
19	15	10	6	7	1	5	2	2	9	1	6	5	10	2	0	2	7	0	4	2	4	8				
20	17	5	7	7	9	3	8	4	9	2	10	10	6	9	0	0	2	0	5	0	6	0				
21	0	11	0	0	0	0	0	0	0	0	0	0	0	0	1	3	3	0	2	0	2	6				
22	2	2	0	3	1	1	0	0	1	0	1	2	0	2	0	0	4	0	0	0	0	0				
23	4	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	4				
24	0	0	1	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	1	2	0					
25	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3				
26	3	3	1	1	2	2	2	0	1	0	0	1	1	0	2	2	1	0	3	0	0	16				



## SCHEDULE 9.—Continued.

School No.	1849.				1850.				1851.				1852.				1853.		1854.		1855.		TOTAL.	
	Feb.		July.		Feb.		July.		Jan.		July.		Jan.		July.		July.		July.					
	A. R.		A. R.		A. R.		A. R.		A. R.		A. R.		A. R.		A. R.		A. R.		A. R.					
	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.				
27	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
28	2	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0	6	0	0	0	11	13		
29	6	3	7	3	2	4	4	3	4	4	7	6	6	5	0	0	0	0	3	0	39	28		
30	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
31	0	9	0	0	3	3	6	2	3	0	2	1	2	0	1	0	4	0	3	0	27	15		
32	1	1	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	3		
33	1	1	0	1	0	5	0	0	0	0	0	4	2	3	2	4	1	0	1	0	4	11	18	
34	8	7	3	3	0	0	0	0	1	2	4	5	1	1	2	6	3	1	5	0	6	33	25	
35	27	9	7	13	11	9	28	3	32	12	40	3	29	6	44	45	47	1	41	5	63	18	369	124
36	1	0	3	3	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	5	4	
37	0	0	0	0	1	1	1	2	0	3	1	0	0	0	0	0	0	0	0	1	0	4	6	
38	0	4	2	0	3	3	2	2	7	5	8	5	9	5	4	1	5	0	3	1	4	0	47	26
39	0	0	0	2	1	0	0	0	0	0	0	2	0	0	2	2	2	0	0	5	0	10	6	
40	0	0	0	0	0	0	4	2	17	0	19	1	13	3	29	6	19	0	23	0	53	1	177	13
41											8	5			12	4	10	0	14	0	23	1	91	12
42															0	3	0	0	0	6	0	6	3	
43															0	0	0	0	0	0	0	0	0	
44															0	0	7	0	9	0	20	0	36	0
45															9	6	14	0	27	2	34	0	84	8
*	2	2																			0	0	2	2
	143	129	58	78	52	74	81	38	105	53	130	65	130	69	131	126	160	4	173	14	323	42	1486	692

## RECAPITULATION.

DATES.	ADMITTED.	REJECTED.	TOTAL.
February, 1849.....	143	129	272
July, ".....	58	78	136
February, 1850.....	52	74	126
July, ".....	81	38	119
January, 1851.....	105	53	158
July, ".....	130	65	195
January, 1852.....	130	69	199
July, ".....	131	129	257
July, 1853.....	160	4	164
July, 1854.....	173	14	187
July, 1855.....	223	42	365
	1486	692	2178

**Schedule No. 10.**

**MEMBERS OF THE BOARD OF EDUCATION,  
FOR THE YEAR 1855.**

**WILLIAM H. NEILSON, *President.***

**WARD**

1. RANDOLPH W. TOWNSEND,  
ANDREW J. PERRY,
2. JOHN HOOPER,  
JOSHUA G. ABBE,
3. ALANSON S. JONES,  
WILLIAM ALLASON,
4. FLORENCE McQARTHY,  
ALCEUS B. DAY,
5. ABRAHAM D. WILSON,  
CHARLES S. TAPPEN,
6. ROBERT T. LAWLOR,  
WILLIAM SINCLAIR,
7. ABRAHAM DENIKE,  
DAVID WEBB,
8. WYLLIS BLACKSTONE,  
ISAAC PHILLIPS,
9. GEORGE P. NELSON,  
WILLIAM S. SEE,
10. ABRAHAM S. SCRIBNER,  
WILLIAM JONES, JR.,
11. LEONARD L. JOHNSON,  
JEDEDIAH MILLER,

**WARD**

12. ABRAHAM V. WILLIAMS,  
JOHN GREEN,
13. AUGUSTUS MORAND,  
ANDREW J. CASE,
14. HENRY P. WEST,  
ANDREW H. GREEN,
15. EDWARD L. BEADLE,  
JAMES W. UNDERHILL,
16. JOHN DELAMATER,  
ROBERT A. ADAMS,
17. WILLIAM HIBBARD,  
BENJAMIN R. WINTHROP,
18. CHARLES S. SMITH,  
WILLIAM H. NEILSON,
19. JOHN C. RUTHERFORD,  
JOHN C. HULL,
20. WILLIAM Z. ROWLAND,  
BOLTIS M. FOWLER,
21. EDWARD B. FELLOWS,  
JOHN DAVENPORT,
22. D. W. C. McCLOSKEY,  
ROBERT H. SHANNON,

**ALBERT GILBERT, *Clerk.***

## Schedule No. 11.

STANDING COMMITTEES OF THE BOARD OF EDUCATION, FOR THE YEAR 1855.

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1.—*Executive Committee on the Free Academy.*

Mr. Beadle,	Mr. Williams,
Mr. Wilson,	Mr. A. S. Jones,
Mr. Townsend,	Mr. Fellows,
Mr. Fowler.	

2.—*Executive Committee on Normal Schools.*

Mr. Neilson,	Mr. Winthrop,
Mr. Hibbard,	Mr. A. H. Green,
Mr. Davenport,	Mr. See,
Mr. McCloskey.	

3.—*Executive Committee on Evening Schools.*

Mr. De Lamater,	Mr. Perry,
Mr. W. Jones,	Mr. Rutherford,
Mr. West,	Mr. Sinclair,
Mr. McCarthy.	

4.—*On Annual Apportionment and Report.*

Mr. A. H. Green,	Mr. Rowland,
Mr. Underhill,	Mr. Lawlor,
Mr. Fellows.	

5.—*On Finance.*

Mr. Smith,	Mr. Miller,
Mr. Phillips,	Mr. Sinclair,
Mr. Underhill.	

6.—*On New Schools.*

Mr. Fellows,	Mr. Smith,
Mr. Miller,	Mr. Perry,
Mr. Hull.	

7.—*On Sites and School Houses.*

Mr. Miller,	Mr. Rowland,
Mr. See,	Mr. DeLamater,
Mr. Sinclair.	

8.—*On School Furniture.*

Mr. Wilson,	Mr. Allason,
Mr. Blackstone,	Mr. Case,
Mr. Hull.	

9.—*On Warming and Ventilation.*

Mr. Hibbard,	Mr. Morand,
Mr. Williams,	Mr. Webb,
Mr. Blackstone.	

10.—*On Repairs.*

Mr. DeLamater,	Mr. Scribner,
Mr. West,	Mr. Denike,
Mr. J. Green.	

11.—*On Supplies.*

Mr. Davenport,	Mr. Nelson,
Mr. Johnson,	Mr. Adams,
Mr. Case.	

12.—*Auditing Committee.*

Mr. Davenport,	Mr. Tappen,
Mr. McCarthy,	Mr. Allason,
Mr. Morand.	

13.—*On By-Laws, Rules, and Regulations.*

Mr. Perry,	Mr. Smith,
Mr. Hibbard,	Mr. Beadle,
Mr. Phillips.	

14.—*On Elections and Qualifications.*

Mr. Townsend,	Mr. Hooper,
Mr. Wilson,	Mr. A. H. Green,
Mr. Shannon.	

15.—*On Correspondence.*

Mr. McCarthy,	Mr. McCloskey,
Mr. Hooper,	Mr. Neilson,
Mr. Rutherford.	

16.—*On the Course of Study and School Books.*

Mr. Adams,	Mr. Webb,
Mr. A. S. Jones,	Mr. Lawlor,
Mr. Shannon.	

17.—*On Teachers.*

Mr. Williams,	Mr. West,
Mr. Tappen,	Mr. Fowler,
Mr. Abbe.	

18.—*On Salaries and Offices.*

Mr. A. S. Jones,	Mr. Denike,
Mr. Townsend,	Mr. Scribner,
Mr. Day.	

19.—*On Libraries.*

Mr. McCloskey,	Mr. Abbe,
Mr. W. Jones,	Mr. Webb,
Mr. J. Green.	

20.—*On Free Scholarships.*

Mr. Winthrop,	Mr. Denike,
Mr. Shannon,	Mr. Fowler,
Mr. Day.	



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## APPENDIX.



REPORT OF THE CITY SUPERINTENDENT OF SCHOOLS.

REPORT ON NORMAL SCHOOLS.

REPORT ON EVENING SCHOOLS.

REPORT ON THE FREE ACADEMY.

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**R E P O R T**  
**OF**  
**THE CITY SUPERINTENDENT.**



# REPORT.

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CITY SUPERINTENDENT'S OFFICE, }  
New York, Dec. 31, 1855. }

*To the Honorable the Board of Education :*

By the provisions of the Act relating to Public Instruction in the City of New York, it is made the duty of the city Superintendent, among other things, "to visit every School under the charge of the Board of Education, as often as once in each year ; to inquire into all matters relating to the government, course of instruction, books, studies, discipline and conduct of such Schools, and the condition of the School-houses, and of the Schools generally ; to advise and counsel with the Trustees in relation to their duties, the proper studies, discipline and conduct of the Schools ; the course of instruction to be pursued, and the books of elementary instruction to be used therein ; and generally, by all the means in his power, under the regulations of the Board of Education with respect thereto, to promote sound education, elevate the character and qualifications of teachers, improve the means of instruction, and advance the interests of the Schools committed to his charge."

In his endeavors properly to discharge the responsible duties thus devolved upon him, the undersigned has been ably and constantly seconded by the Board of Education, as well as by the colleagues assigned by them to aid and assist him in the inspection and supervision of the Schools, and by the School Officers of the several wards. The concentration of effort and of interest which has thus been brought to bear upon the system of elementary public instruction in this great metropolis,

occupied in almost equal proportions by the children of the wealthy and affluent, who find here every facility for instruction which they have been accustomed heretofore to expect only in institutions of a higher grade; all participate freely and equally in the benefits and blessings of a sound elementary education; all are placed upon one common foundation of confidence and regard in the estimation of their Teachers and School Officers; the same course of careful and thorough instruction, moral culture and wise discipline, steadily and systematically aiming at the formation of a high and elevated character, and of principles and habits adapted to future usefulness, honor and happiness, is extended alike, and without discrimination to all and each; and one common and free avenue is opened for the completion in the Free Academy of a full course of classical, mathematical, chemical and philosophical studies, embracing every branch of instruction attainable, under the most favorable circumstances, in the highest literary institutions of the land. Such and so great are the facilities for intellectual and moral culture held out by the noble and enlightened policy of this great metropolis, to every child residing within her borders.

#### CONDITION OF THE SCHOOLS.

There are under the supervision of the Board of Education 271 Schools or distinct Departments, viz.: 47 Grammar Schools for boys; 48 Grammar Schools for girls; 101 Primary Departments and Primary Schools; 14 Schools for colored children; 28 Corporate and Asylum Schools; 29 Evening Schools; 3 Normal Schools, and the Free Academy for boys. The whole number of Teachers employed in these several Schools is 1,067, of whom 187 are males, and 880 females. The number of pupils between the ages of four and twenty-one who have been under instruction during the past year is 152,074, of whom 7,178 were in attendance during the entire School year; 26,125 for ten months and less than twelve; 15,755, eight months and less than ten; 16,529, six months and less than eight; 29,789, four months and less than six; 27,174, two months and less than four; and 29,450 for a less period than two months. The average attendance upon the several Schools was about 50,000.

The entire expenditure for the support of Schools during the past year, including the purchase of sites, the building, repair and furniture of School-houses, text-books, apparatus, fuel and teachers' wages was \$917,853 32, of which \$132,711 48 was contributed from the Public School money of the State, and the residue raised by city tax. Of this sum, the aggregate compensation paid to teachers was \$484,371 92; and the residue was expended in building, purchasing and other incidental expenses of the Schools. The expenditure for these various purposes, during the ensuing year, will, it is estimated, considerably exceed one million of dollars. The whole amount of public money apportioned to the city, as above specified, with an additional sum of nearly \$125,000, is absorbed by the apportionment on the city of its share of the annual State Tax of \$800,000, and this large surplus goes to the support of the Schools generally throughout the State from funds exclusively contributed in the city of New York. Justice and equity would seem imperatively to require that this very considerable outlay, voluntarily assumed by the city, for the benefit of the rest of the State, should be, in part at least, reciprocated by the allowance of its fair share of that portion of the public funds required by law to be *equally* distributed among the several School districts, without regard either to population, taxable property, attendance of pupils, or number of children of the requisite school age residing in such districts. In the country districts, this ratio of distribution operates, in general, with a considerable degree of equality, no great diversity existing either in the territorial extent of the districts, or in the number of children of suitable age to attend Schools. In the large cities and towns, however, and especially in the city of New York, the local divisions corresponding with the rural districts, even where they exist at all, embrace a much larger population both of children and adults, and require a greatly increased expenditure of funds. With us, the district organization is entirely unknown; and the apportionment of this fund is necessarily based upon the number of separate and distinct schools or departments, each of which, upon an average, is five or six times as large in respect to the number of children in attendance as the average of country districts. According to this basis of apportionment,

(which rests entirely in the discretion of the State Superintendent, and, strictly speaking, is unauthorized by law,) the city of New York, with a population of more than 600,000, and an attendance of 140,000 children, receives only \$6,940 51 as its proportionate share of this fund; while the County of Allegany, with a population of less than 40,000, and with only 16,000 children attending her schools, receives \$7,919 62; the County of Chenango, with a population of a little over 40,000, and 14,000 children, \$9,051 00; the County of Oneida, with a population of about 100,000 and 27,000 children, \$12,058 07; and the County of St. Lawrence, with a population of 68,617, and 25,000 children, \$13,844 45! Surely, it can scarcely consist with any fair theory of justice and equity, that so palpable a discrepancy should exist in the distribution of any portion of a fund designed for the equal benefit of all sections of the State. That the city of New York, with her immense wealth, derived, undoubtedly, in great part from her commerce with other portions of the State, should contribute towards the State tax for the support of Common Schools, a much greater amount than she would be entitled to receive back, upon an apportionment based upon population exclusively, affords, perhaps, no just cause of complaint. To this extent she may be conceived equitably bound to aid, by her preponderating wealth and immense resources, in the general advancement of education throughout the State; and therefore, while she is annually called upon to raise upwards of a quarter of a million of dollars, as her share of the general tax for the support of Schools, she has never murmured at receiving back less than half this amount as her distributive share of the avails of the entire tax. But when a specific proportion of the fund so raised, and to which she herself has so liberally contributed, is set apart for *equal distribution* among the several School districts of the State, without regard to any other circumstances, it is grossly unjust that the mere absence of a formal district organization, rendered impracticable by the dense population and peculiar circumstances of a great city, should be permitted to operate in such a manner as to deprive her of her equitable share of this fund. To remedy this, it is only necessary that the Legislature should, in accordance with the recommendation of the State Superintendent

of Public Instruction in his last annual report, fix upon some specific standard of attendance, or number of children in lieu of a formal organization, as the basis of distribution of this portion of the public money. There are in this State upwards of one million children entitled to attend the public Schools, and the whole number of organized School districts does not exceed 12,000. Assuming the average number of children then in each district at 100, and adopting this (which exceeds by 25 the number already sanctioned by law in the case of the city of Poughkeepsie,) as the standard of distribution, the city of New York would, instead of less than \$7,000, be entitled to receive upwards of \$40,000, as her distributive share of this portion of the fund.

#### GOVERNMENT AND DISCIPLINE.

The government, discipline and general administration of the several schools, by the teachers who have them in charge, are worthy of all commendation. The confidence, affection and regard of the pupils are secured, in advance, by the arrangements for their comfort and happiness which meet them on every hand as they enter the school. Every incitement to insubordination, disobedience or disrespect is carefully avoided; the school-room is rendered pleasant and agreeable by the prevalence of perfect order, the harmonizing influences of music and song, frequent opportunities for exercise and relaxation, and by an uninterrupted succession of pleasurable mental occupations. Each pupil is made to feel that he is surrounded by friends, who desire only to promote his welfare and happiness; and a strong feeling of attachment to the school itself, to the teachers, to his fellow-pupils, and all who are connected with the system, speedily springs up in his mind. Occasionally, though rarely, instances occur in nearly every school, where all these agencies and instrumentalities fail in securing the object for which they are designed,—the obedience, respect and attention of the scholar; and after patiently and perseveringly exhausting every other available means of reformation, the discipline of the rod becomes the only alternative to expulsion from the schools. In such cases only is a resort to physical chastisement deemed justifiable; and when this fails, the incorrigible offender is dismissed, until satisfactory evidence is furnished of his disposition





avoidable relaxation of a principle so salutary and indispensable, from the rapid increase in the number of pupils in a ratio greatly exceeding the means of a systematic and proper classification with the existing supply of teachers.

#### HOURS OF SCHOOL.

In connection with this subject, the undersigned deems it his duty again to invite the attention of the Board of Education to the expediency and propriety of reducing the number of hours during which attendance upon the Public Schools is required, from six to five. Experience abundantly demonstrates that it is impossible for any teacher, of whatever qualifications, to secure the attention of pupils of the ordinary school age for so long a period as six hours, even with the occasional intervals of relaxation which are required. Under the existing arrangement, pupils of every age are expected to be in attendance upon the exercises of the school from nine o'clock in the morning until three in the afternoon, for five days in the week, and in addition to this, are required, especially in the upper departments, to prepare, in the evening and morning, their lessons for the ensuing day. Their mental as well as physical energies are thus over-tasked; too great a demand is made upon the intellectual resources of the teacher, in order to keep up the flagging interest of the pupil; and that routine of instruction which, if properly and judiciously regulated, would constitute a continuous source of pleasure and advancement, soon becomes wearisome and monotonous. Two hours of instruction in the morning, and two in the afternoon, with an interval of one hour of necessary relaxation and exercise, is the utmost extent to which attendance upon the school-room should be required.

#### SCHOOL-HOUSES.

There are now in the city 46 School-Houses of the first class, capable of accommodating from 1500 to 2000 children each, and furnished, with few exceptions, with the necessary accommodations for a large Primary and a Grammar School for each sex, each department occupying a separate story. The cost of these structures, including sites, furniture and apparatus, varies from \$20,000 to \$50,000. In addition to these, there are about 30 Primary School buildings, capable of accommodating each

500 pupils, and two of a larger class adapted, the one to 1000 and the other to 1800 pupils. Some twenty other Primary Schools, with an attendance ranging from two to three hundred each, are still permitted to occupy the basements of Churches, and other buildings temporarily leased for that purpose; an arrangement which, it is to be hoped, will be speedily dispensed with. During the past year, seven new buildings of the largest class have been completed, and five others enlarged, modified and improved, in accordance with the most approved specimens of school-house architecture. These edifices have been nearly all promptly filled with pupils; and great numbers of children, in different portions of the city, have been unable to procure admission from want of room. Additional accommodations, to a very considerable extent, will, therefore, soon become indispensable. The erection of a few additional Primary School buildings, properly located, and of sufficient capacity to accommodate from one to two thousand pupils each, would greatly relieve the existing pressure upon the Primary Departments of the Ward Schools, and at the same time afford the requisite facilities for the admission of a large class of children who are anxiously desirous of availing themselves of the privileges and advantages of these Schools. The rebuilding or enlargement of several of the older structures, which have become incapable of suitably accommodating the increased number of pupils now resorting to them, seems, likewise, imperatively demanded at the earliest practicable period. As the educational wants of the city increase, by the rapid increase of its population from year to year, it is clearly the dictate of a sound and enlightened policy that the most ample provision should be made for their supply, and that no portion of the youth of this great metropolis should be suffered to grow up in ignorance, or to be led into criminality or vice, from the want of proper facilities for their intellectual and moral improvement.

I transmit herewith the reports of Assistant-Superintendents McKEEN and SETON, as to the condition of the Departments specially assigned to their charge.

#### MORAL AND RELIGIOUS INSTRUCTION.

It has been made a serious and important question in what manner and to what extent moral and religious instruction can

be communicated in our Public Schools. On the one hand, it has been contended that the chief if not the sole object of these institutions, is purely secular instruction—that the inculcation of morality, except so far as it is involved in the ordinary and necessary discipline of the School, or comes up incidentally in the prescribed course of instruction, is not within the range of the duties committed to the teacher ; that the fundamental truths of Christianity are so diversely held and interpreted by different individuals and religious sects, that it is exceedingly difficult, if not impossible, to illustrate and enforce them free from sectarian bias ; and that, therefore, the whole domain of moral and religious instruction properly appertains to the family and to the church, where the peculiar views of each parent can be distinctly and fully taught. On the other hand, it is insisted that the very idea and the essential objects of education consist in the development and cultivation of every faculty of the human mind ; that to confine its office exclusively or chiefly to the mere communication of secular knowledge and the discipline of the intellectual powers, is unjustifiably and injuriously to restrict its appropriate province ; that the early, continued and judicious culture of the moral and religious faculties of our natures is of vital importance and indispensable to the formation of a good character, and the attainment of our happiness and well-being, here and hereafter ; that to leave out of view this essential element in any course of instruction designed to exert an important and controlling bearing upon the whole of future life, is inevitably to give a wrong and distorted direction to the mind, while it fatally injures the moral nature ; that the teacher to whom is confided the education of the young, stands in this respect in the place of the parent, in regard as well to moral and religious instruction as to intellectual culture, and while he has no right to interfere with the conscientious convictions or peculiar religious belief of such parent, or to instil into the minds of his pupils any denominational or sectarian views, it is his duty to inculcate those great fundamental principles of Christianity in which good men of every denomination concur, and which admit of no dispute or diversity of opinion ; that without alluding to those controverted topics, which have in all ages divided the religious world, the teacher may find ample scope in the

Christian Scriptures, for the illustration and enforcement of all those truths which lie at the foundation of Christian morality; and that no education is worthy of the name, which does not aim at the elevation and improvement of the moral and spiritual as well as the intellectual being—which does not cultivate, refine and purify the affections and the heart, at the same time that it informs and strengthens the mind.

In all the Schools under the charge of the Board of Education, with a few unimportant exceptions, the exercises of each day are opened by the reading of a portion of the Holy Scriptures, the repetition by the whole school of the Lord's Prayer, and the singing of an appropriate hymn of praise. No other direct religious instruction is attempted to be communicated, although no favorable opportunity which presents itself, in the ordinary course of instruction and discipline, for the inculcation or illustration of sound principles of Christian morality, is permitted to pass unimproved. In the existing state of our educational institutions, this is, perhaps, the extent to which this species of instruction, however important in itself, can judiciously be carried. The great majority of the pupils of our public schools enjoy the benefits of early religious teaching, in the family circle, at the Sunday School, and in the various churches of the city; and these lessons, so far as they do not partake of a sectarian character, are regularly and solemnly recognized, and as far as may be practicable, illustrated and enforced in the daily discipline of the Schools. The most conscientious and pious Christian, of whatever sect or denomination, need not apprehend the slightest danger that the moral and religious precepts instilled into the minds and hearts of his children, will be in any degree undermined in these institutions; while he may assure himself by frequent visitations, that all the influences by which they are surrounded, all the admonitions they receive, all the teaching to which they are subjected, are eminently Christian, salutary and practically beneficial. While the distinctive peculiarities of doctrine which separate and divide the various religious sects professing the same common faith, are passed over, as not within the province of the secular teacher, the prominent, essential and fundamental principles of Christianity are systematically inculcated by precept and by example.

## THE BIBLE IN SCHOOLS.

I have availed myself of a former occasion to call the attention of the Board to the fact, that while the far greater proportion of our schools are opened by the reading of the Bible and the repetition of the Lord's Prayer, yet that this salutary and most commendable practice is neither universal, nor prescribed by the Board as a part of the uniform and regular discipline of the Schools under its charge. Resting as it does, therefore, entirely in the discretion of the various local Boards, and depending for its permanent adoption in each upon the varying views of successive official incumbents, I deemed it my duty to suggest the propriety of a uniform regulation in this respect, applicable to all the schools. In renewing this recommendation, I am fully convinced that the best and highest interests of education will be promoted by the public and official recognition of the basis upon which all human wisdom and learning must rest. We are a Christian people. All our institutions, from the highest to the lowest, recognize this great fact. The numerous evidences of civilization which surround us on every hand, constituting the political, religious, moral and social atmosphere in which we exist, are the legitimate outgrowth of this fundamental principle. The BIBLE, its highest and purest exponent—the BIBLE, free from all sectarian glosses or authoritative interpretation—the BIBLE, “without note or comment”—is regarded by the great mass of our citizens as the foundation of all religion and morality—as the only unerring guide to a life of virtue here and an immortality of happiness hereafter. It is, therefore, eminently proper that it should find an appropriate and enduring place in all our systems of public instruction; that its pure and wholesome lessons should form an essential and regular portion of that moral discipline which is so indispensable to the mind of our youth; and that the rising generation should be accustomed to associate its solemn and sublime teachings with their earliest and most cherished impressions. Its familiar use as a text-book, may indeed be liable to many and serious objections, as detracting, in a great degree, from that reverence and respect with which it should always be viewed. But no such objection applies to the reading of appropriate

selections from its inspired pages, at the opening of each School, by the teacher, or some one under his direction. At this hour the minds of the children in attendance are best prepared for the reception of those impressions which the Sacred Volume is adapted to make upon the affection and the life; and the impressions thus communicated can scarcely fail imperceptibly to mould, direct and strengthen the motives and the character of all who come within their influences. Unaccompanied by any comment, and left to work out its own beautiful and salutary lessons upon the intellect and the heart, this use of the Holy Scriptures can reasonably offend the conscientious scruples of none; while the heart of every Christian parent will be gladdened with the assurance that the lessons so assiduously inculcated in the domestic sanctuary and in the church, will neither be counteracted nor overlooked in the daily teaching of the school.

#### FEMALE EDUCATION.

The provision hitherto made for the education of females, in our system of public instruction, is far less comprehensive and extensive than that which has been placed at the disposal of the other sex. While the Free Academy opens its doors for the full completion of the course of study pursued in the male department of the several Ward Schools, that of the female department is arrested precisely at the point where the cultivation of the mental faculties becomes most valuable and important; compelling the pupil either to abandon all further improvement in this direction, or to seek it, at a heavy and burdensome expense, in other public or private seminaries of instruction, at home or abroad. This striking anomaly in our otherwise excellent system, ought not longer to be permitted. Such a palpable discrimination between the means of education provided at the common expense for the different sexes, admits of no justification, and is alike at variance with the spirit of the age, and unworthy of the city in which it exists. Some efforts have, it is true, recently been attempted, under very favorable auspices, to ameliorate this state of things, by the organization in different portions of the city of Ward Grammar Schools, designed exclusively for the instruction of females, in the higher

and more advanced as well as elementary branches. But such an extension of the course of study in any of the Common Schools under the jurisdiction of the Board, without, at the same time, extending it in all, is clearly in conflict with both the letter and spirit of the law which requires such "a proper classification of studies, scholars and salaries," as shall render "as near as possible the system of instruction pursued in the Common Schools, and the salaries paid to teachers, uniform throughout the city." If, therefore, increased facilities for a higher mode of instruction are to be afforded the female pupils in any of our schools, the dictates of simple justice, as well as the requisition of the law, demand that these facilities should be equally extended to all. The question, then, seems to be narrowed down to the inquiry whether the course of study in the several female departments of our Ward Grammar Schools shall be so far extended as to include a full course of instruction in all the branches of learning necessary for the complete education of young ladies, or whether one or more separate and distinct seminaries shall be specially established and organized for this purpose, holding the same relation to the female departments of our existing Ward Schools, as the Free Academy now does to the male. Every consideration of utility and expediency would seem to point to the adoption of the latter alternative. It is obviously impracticable, without a heavy expense, and a great derangement of the existing organization of our schools, to provide in each for such an extension of the course of instruction now prescribed and pursued, as shall be adequate to accomplish the object in view. It is, moreover, an abandonment of the principle incorporated into the system, and sanctioned by the popular sentiment, in the establishment of the Free Academy. That principle recognizes the right of every child to as full and complete an education in an institution to be specially provided therefor at the common expense of the community, as can be obtained at private expense in any of the scientific and literary institutions of the country; and ample provision has accordingly been made for such a full course of instruction for every *male* child. The city is, therefore, manifestly bound, either to discontinue the Free Academy for boys, or to provide a similar institution for the complete education of

girls. And why should not such an institution be at once organized? There are, each year, in the most advanced classes of our Grammar Schools, between one and two thousand young ladies, whose instruction, so far as it depends upon the provision made for their benefit in the Public Schools, has been carried to the highest point, and who must either suspend all further progress or pursue those higher branches which are indispensable to every well educated young lady, at an expense which very many, if not most of them, cannot afford. Is it not as important to the community, in every conceivable point of view, that females should be thoroughly educated, as it is that the other sex should enjoy that advantage? Does the exploded opinion of a conceited and less enlightened age still linger among us, that female intellect is inadequate to the attainment of the highest grade of scholarship, and that the graver and deeper problems of science are only within the grasp of the masculine mind? If so absurd an idea could be seriously entertained by any reflecting mind, it would seem only necessary to advert to the works of Caroline Herschell, Mary Somerville, and our own Miss Mitchell, effectually to dispel the illusion. Nor are these solitary or isolated instances of intellectual power and comprehensive scholarship, displayed by the female sex. In every department of literature, science and the arts, female talent and genius have left conspicuous and enduring traces. In the broad fields of ancient and modern history, in the elevated domains of theological and metaphysical research, in the enchanted regions of poetry and the imagination, even in the perilous and fearless explorations of the traveller, as well as in the most abstruse and complicated investigation of science, the female mind has displayed abilities and power equal, in all respects, to that of the male. The same opportunities should, therefore, be afforded for their cultivation and improvement. If it is the policy of the city to extend to every male child who passes through a course of elementary instruction in our public schools, the same facilities for a thorough and complete education as are enjoyed in the highest seminaries of learning, it is equally the dictate of a sound policy, as well as of justice, to place female pupils upon the same footing. There should be no discrimination in this respect, between the two sexes. There can be no



argument in favor of the highest practicable cultivation of the one, which is not equally applicable to that of the other. It is earnestly to be hoped that early and efficient measures will be taken by the Board to establish and organize a Female Free Academy upon the same basis, substantially, as that for the education of males. Public sentiment, no less than the best interests of education, it is believed, imperatively demand equal facilities in all respects for both classes of pupils.

In connection with this subject of female education, it may not be improper to advert to the propriety of such a modification of the course of instruction in the girls' department of the Grammar Schools as shall require less of the higher mathematical, and more of the purely practical, branches of study. Fully conceding the entire competency of the female mind to master the most difficult and abstruse problems of algebra and geometry, it is manifest that to the great majority of the sex the occasions for the practical application of these sciences in the pursuits of life, will be very rare. While, therefore, every facility should be afforded to such as desire to prosecute such investigations, beyond their elementary principles and general results, whether purely as an intellectual discipline, or with the view of preparing themselves for some specific occupation requiring a more extended acquaintance with the higher formulas of mathematical science, it is confidently believed that a large portion of the time now spent in this department of our public schools in these researches, so far as the greater proportion of the pupils is concerned, might be much more advantageously occupied in the study of the natural sciences, including astronomy, natural philosophy, the elements of chemistry, geology and natural history, and in the cultivation of a more thorough and general acquaintance with English literature in all its various departments. These branches are, it is obvious, capable of practical application in every stage of their future progress; and while they enlighten and expand the intellect, and accustom it to clear and accurate investigation, they enter naturally and gracefully into the ordinary occupations of everyday life, and become sources of continually increasing interest and utility. Unlike the higher mathematics, they are not liable to be abandoned and forgotten at the expiration of the

term of instruction ; but are ever fresh and delightful ; adapted to every exigency of life, and furnishing the most agreeable and pleasurable occupation as well for the mind as the heart. We do not expect the great mass of our ladies to become civil engineers, or practical surveyors, or to engage in any of those occupations or professions which require an accurate and extended knowledge of the higher mathematics ; but we do expect them to be able to take an intelligent part in the discussion and illustration of all those questions which relate to the history and the literature of past ages, to the passing events and general aspects of the present time, and to the history, present condition, and future prospects of all those sciences which elevate and adorn the minds, cultivate and refine the taste, and ameliorate the condition of humanity, in all its varied aspects. We would have them intelligent, well-informed, familiar with all that is really valuable and instructive in the whole compass of ancient and modern arts and sciences, imbued with the eloquence, beauty, and lofty imagination which pervades the literature of every age, and capable of contributing by their own efforts to the fulness and compass of that intellectual and moral harmony which the productions of talent and genius, accompanied by moral worth, are ever sounding in our ears. We would have them fully and completely educated for all the practical and all the higher and nobler purposes of life, and invested with all those graces and accomplishments which dignify and adorn their appropriate sphere ; and in order to the accomplishment of this paramount object, we would not overtask their intellect, or exhaust their energies, or appropriate the most valuable portion of their time, in the solution of advanced mathematical and geometrical problems, which can have no possible bearing upon their future lives. That mental discipline which has been so much insisted upon as the object of these analytical investigations in the regions of the higher mathematics, can, it is conceived, more profitably be obtained in other and more practically useful departments of intellectual and moral science. The affairs of the world in which we live, the reasonings and arguments which sway the action and determine the conduct and character of its inhabitants, the motives which impel them in its various exigencies,

and the influences which mould their destiny, for good or for evil, are seldom, if ever susceptible of reduction to strict mathematical formulas. Liberal allowances must in all cases be made for the disturbing operations of passion, ignorance, prejudice, and error; and that discipline of the mind which is based upon a liberal and comprehensive course of practical science and general literature, will be far more effectual for the accomplishment of the great objects of existence, than that which admits of no inductions, and sanctions no conclusions, which are not either self-evident or capable of demonstrative certainty.

While, therefore, the fundamental principles of mathematical science, and so much of its results as may be found practically applicable to the general and ordinary pursuits of life, should form a prominent part of all our systems of female education, there seems to be neither necessity nor propriety in such an extension of the course as unavoidably to exclude the proper cultivation of other branches of more immediate and pressing utility. The art of composition—the ability to write gracefully, correctly and vigorously; a familiar acquaintance with ancient and modern history, and especially with that of our own country; a general and accurate knowledge of the institutions under which we live, in all their various relations—of our constitutions of government and fundamental laws—of those great principles of political economy which lie at the foundation of all civilized communities—and of the elements of wealth, greatness and prosperity, which contribute to their growth; the cultivation of a refined taste, and of all those elegant and useful accomplishments which elevate, purify, and adorn the female character—these, together with the elementary principles of natural philosophy, natural history, physiology, chemistry, astronomy, geology, and their kindred sciences, should occupy each its proportionate share of the time now, it is to be apprehended, too exclusively devoted to the mathematics.

#### CITY NORMAL SCHOOLS.

No portion of our system of public instruction is of greater practical value and importance than that which provides for the continued and complete preparation of the several teachers

employed for the responsible duties of their position. With the sole exception of those already holding from the City Superintendent certificates of qualification of the highest grade, each female teacher in the employ of the Board is required to attend the Normal School on Saturday of each week, and the several male teachers on the afternoons of Tuesday and Friday. In these institutions, they are thoroughly and systematically carried forward in the several branches of education requisite to a complete knowledge of their profession, and on the completion of the full course of instruction prescribed for that purpose, are entitled to the highest certificate of qualification. In the meantime, they are constantly engaged in the practical work of instruction and discipline in their respective schools, under the immediate supervision of experienced and competent teachers. The combination of theory and practice thus afforded constitutes a peculiar and crowning excellence of our system of public instruction.

It is, of course, impossible to condense into a course of six hours in each week, that amount and variety of intellectual instruction which, in other similar institutions, is dispersed over the entire week. But this deficiency is more than compensated by the opportunities afforded for the immediate and constant practical application of the lessons communicated; by the ambition and desire of excellence which animate the pupils; and by the facilities which these weekly reunions present for a mutual comparison and interchange of views and sentiments connected with the interests of the several schools in which they are engaged.

The number of teachers in average attendance upon the Female Normal School exceeds five hundred; the number attending the Male Normal School is somewhat less than one hundred; and the number attending the Normal School for Colored Teachers, from twenty to twenty-five.

The requisite provision has been made by the Board of Education for a daily Normal School, for the instruction and preparation of such young ladies and gentlemen as may desire to engage in the business of teaching. The committee, however, upon whom the task of organization of this institution was devolved, have as yet been unable to carry into practical effect

the ordinance for that purpose. It is to be hoped the necessary preliminary measures will be entered upon, with this view, at as early a period during the current year as may be practicable.

#### EVENING SCHOOLS.

There are, under the jurisdiction of the Board of Education, twenty-eight free Evening Schools, of which seventeen are for the instruction of male pupils exclusively, ten for females, and one for colored people of both sexes. These schools are in session during five evenings of each week, from six to nine o'clock, from the 1st of October to the middle of March, with a recess of one week during the holidays. The aggregate number of pupils in attendance, for a longer or shorter period during the term, exceeds thirteen thousand, and the average regular attendance cannot fall short of ten thousand. Those only are permitted to avail themselves of the privileges of these schools who are unable to attend the sessions of the day schools; and a very considerable proportion of the pupils are adults. The course of instruction is well adapted, in all respects, to the peculiar wants of the class of pupils in attendance, consisting of the elementary branches chiefly, with an advanced class for such as desire to pursue the higher mathematics, architectural drawing, book-keeping, &c. These schools are under the immediate supervision of a Special Committee of the Board, who appoint the teachers, and make all necessary provision for the good order, efficiency and advancement of the pupils. The exercises are varied, from time to time, in such a manner as to render them attractive and interesting, by the introduction of music, vocal and instrumental, declamation, composition, and mutual discussion on subjects selected by themselves. A deep interest seems to be manifested on the part of the pupils generally, and there can be no doubt of the value and importance of this class of schools, or of the policy of increasing their number, and extending their benefits as widely as possible. Special pains should be taken, and special exertions made to bring within their influence that large class of our population who are precluded, by their avocations, during the day, from attending any school, and who, consequently, stand most in need of instruc-

tion. Not only should as many of our school buildings as are requisite for this purpose be kept open during at least half the year, for their accommodation, but every practicable inducement should be thrown in their way, for regular and punctual attendance. They should be sought out, in every quarter of the city, made acquainted with the privileges secured for them in this respect; interesting and familiar lectures should be interspersed with the course of instruction; opportunities should be afforded them for the development of whatever of genius, talent, or skill they may possess; the attraction of music should be superadded; and the school rendered, during their occupancy of it, in every respect pleasant and agreeable.

A very large proportion of the teachers employed in these schools, consist of those engaged in the day-schools; and these are selected with special reference to their efficiency and ability, as instructors and disciplinarians. The exhaustion, however, necessarily incident to a daily course of six hours instruction, must seriously affect their subsequent equally exhausting labors, in the crowded class-rooms to which they are transferred. Would it not be advisable, under these circumstances, to relieve this class of teachers, to some extent, from the disadvantages under which not only they, but their pupils, must, unavoidably, labor in this respect, by giving them leave of absence from their daily schools, at an earlier hour, and authorizing the temporary transfer of their classes to teachers not engaged during the evening? By this arrangement, they would be enabled suitably to recruit themselves for the more efficient discharge of their duties in both classes of schools.

#### COLORED SCHOOLS.

The number of different schools for colored children is 14, in which are annually instructed about three thousand pupils. These schools are well taught, and compare very favorably with the other schools of the city. More ample and convenient accommodations are, however, needed to enable them suitably to educate all those for whose benefit they were designed; and the early attention of the Board is respectfully invited to this subject.

## SCHOOL LIBRARIES.

The attention of the Board has heretofore been directed to the necessity and importance of establishing a suitable Library for each of the schools under its jurisdiction ; and some progress has already been made towards the accomplishment of this object. The Committee, to whom this subject was referred, presented in December, 1854, an elaborate and well-digested report, in which they recommend the immediate purchase of a well-selected Library, to consist of from five to fifteen hundred volumes, according to the number of pupils in average attendance, for each of the Ward Schools. No appropriation has, however, been made, during the past year, for carrying into effect this judicious recommendation. It is earnestly to be hoped, that early and efficient action will be taken in this respect. Five per cent. of the whole amount of public money apportioned by the State, among the several school districts, has been set apart for Library purposes ; and from the year 1838 up to the present time, at least one-fifth of the public funds has been annually applied in every section of the State, except the city of New York, to the purchase of books and apparatus for this object. There seems to be no valid reason for a departure from this enlightened policy, in our own case. A very large proportion of the pupils of our public schools are unable to avail themselves of the numerous and extensive public libraries, which exist in our midst. And as these school libraries, when established, will be free to all, parents and guardians, as well as pupils, and even to those whose children are not in attendance, the benefits which such an ample and unrestricted diffusion of useful knowledge will confer on all ranks and classes of the community, will be incalculable. At all events, that portion of the public funds, which has been specifically set apart by legislative enactment for this purpose, should be applied to it ; and as most of the schools are now wholly destitute of libraries, a liberal appropriation should be made in the first instance for their establishment in all on a comprehensive basis. It is of the greatest importance, that a taste for reading should early be communicated to the minds of the young ; and in no way can this be more certainly effected than by placing within their reach attractive and interesting

works, judiciously selected, and applicable to their capacity, at every stage of their progress. Had the same direction been given to this portion of the public funds, as in the rest of the State, we should now have had a magnificent Library of from ten to twenty thousand volumes in each of our Ward Schools, accessible freely to every resident of the city who might have been desirous of availing himself or herself of such an invaluable treasury of literature and science!

#### EXPENSES OF THE SYSTEM.

In some quarters, efforts have recently been made to array public sentiment against our system of public instruction, on the ground of its increasing expensiveness. It is neither alleged nor pretended that the strictest economy does not prevail in the expenditure of the funds necessary for this object, nor that a smaller amount would be adequate to the accomplishment of the results produced. Nor is it attempted to be shown that equal or superior educational facilities are elsewhere provided at a less cost. The objection, when carefully analyzed, will be found to base itself exclusively upon the assumption that the standard of education adopted by the Board is unnecessarily high, and that a less comprehensive and more restricted course of elementary instruction, while it would essentially diminish the aggregate cost, would serve equally well for all the practical purposes of life. In other words, while in every other pursuit and profession, advancement and improvement is sought and expected, in education alone are we required to be stationary or to retrograde, lest while the sum total of our aggregate wealth as a community is rapidly enlarging and expanding, we should be compelled proportionably to increase our appropriation for the education of our children! The present valuation of real and personal estate in the city cannot fall short of \$500,000,000. Assuming the aggregate annual expenditure for the support of our entire system of public instruction to be one million of dollars, over and above the amount received from the State, this expenditure, large as it may seem, is comparatively insignificant in view of the immense wealth among which it is distributed. Who is there, however humble and straitened may be his circumstances, who would complain of an annual imposition of



one-fifth of one per cent. or two mills on every dollar, for the support of a system which not only provides abundantly and liberally for the education of his own children, but for that of every child of the community in which his lot is cast? Can a more profitable investment of so inconsiderable a fund be made—an investment so absolutely certain of returning to us a value inestimable by any rules of profit and loss?

A wise and judicious economy should, undoubtedly, preside over this, in common with every other department of our city government. The trustees of the fund, the members of the Board of Education, and every officer and agent charged with the expenditure of any portion of it, should be held strictly responsible for its application to the legitimate purposes for which it was established. Beyond this, however, a too rigid economy is liable to degenerate into an unwise and injurious parsimony. Our School-houses should be, externally and internally, models of architectural beauty, taste and convenience, without useless decoration on the one hand, or niggardly plainness on the other. Their furniture and appurtenances should correspond with those of all other public edifices; and the hundred thousand children who may resort to them daily for mental and moral culture, should not only be in all respects comfortably accommodated, but habitually accustomed to the presence and influence of a refined taste. Our teachers of every grade, and both sexes, should be liberally compensated, in proportion to the qualifications they possess and the labor they bestow. Education is both an art and a science; and as it is the noblest and highest art, and the most responsible and comprehensive science, so it should be the most generously supported and sustained. Teaching should be elevated to the dignity of a profession; and no one should, on any pretence, be allowed to enter upon its duties without careful and thorough preparation and unquestioned capacity. When these requisites are found, the remuneration for services rendered should be such as to constitute an adequate inducement to the highest grade of talent to engage in the business of teaching. The entire system of public instruction should be made as perfect, as complete, as thorough and comprehensive as possible, and its results will abundantly vindicate any amount of expenditure which its

maintenance and support may require. The great founder of Pennsylvania, in his direction for the instruction of his children during his absence from his native country, recognized and inculcated this important truth: "Let their learning be liberal," he observes, "spare no cost for by such parsimony all is lost that is saved."

No intelligent and fair-minded individual can, however, examine the details of our system and the results which it is annually producing, without being satisfied that, so far from involving an unjustifiable and extravagant expenditure, it is in reality the cheapest, best and most economical of any which can be found in the Union. The average annual cost per scholar, does not exceed seven or eight dollars; and for this inconsiderable and trifling amount all means and appliances of the most complete intellectual and moral instruction, are gratuitously offered to one hundred and fifty thousand pupils! Even if its cost were quadrupled, its benefits would continue to secure in its behalf the warmest sympathies, and the active encouragement of every good citizen.

#### GENERAL SUGGESTIONS.

There is, probably, no community in the world, where, in proportion to its population, so much has been done for the education of the rising generation, as in the city of New York. During a period of nearly half a century, a system of ample, well-devised and well-administered means has been in steady and successful operation, for the gratuitous instruction of every child in all those elementary branches which constitute the foundations of useful knowledge and practical and theoretical science. Beginning by the erection of a single building, designed for the accommodation of such poor children as had not otherwise been provided for by individual and corporate beneficence, it has gradually advanced, step by step, with the population, wealth and enterprise of the city, until it now embraces within its comprehensive sway two hundred and seventy schools, and more than one hundred and fifty thousand children. From an annual expenditure of two or three thousand dollars, it has extended to upwards of a million; and from its restricted beneficence to the poor and needy not gathered into any other fold,

it has opened its doors widely and freely to all of every condition who may desire to enter their portals. Not content with affording the most ample facilities for elementary instruction to every child who may be placed under its care and supervision during the ordinary hours of school, and to provide all necessary text-books and apparatus for their advancement in knowledge, it has extended all these facilities to those of every age, sex, and condition, whose situation in life precludes them from attendance during the hours ordinarily allotted to labor, and has set apart three hours of each evening, for half the year, for their instruction. Not satisfied with even this, it offers to continue its benefits beyond the pale of the public school, and to give to each one of the pupils who has completed the course assigned him there, the invaluable benefit of a complete academical and collegiate course, with all its honors and advantages. It has provided a body of teachers well qualified to confer instruction in every branch of knowledge, and established an institution in which they may be regularly and systematically cultivated and trained for the discharge of all the duties and functions which may at any time be devolved upon them. Through its Board of Education; its several local Boards of School Officers; its Superintendents and Inspectors, it exercises a constant and vigilant supervision over every part of the details of public instruction; and by its faithful, economical, and judicious administration of all the great interests entrusted to its care, it secures the entire confidence and regard of the community.

The great object, end and aim of this beneficial system is the complete intellectual and moral culture of the entire youth of the city—the thorough education, in the fullest and most comprehensive sense of the term, of the rising generation—the formation, development, and direction of the character of those who are to succeed us in the great arena of human life. It proceeds upon the undeniable, irrefragable assumption, based upon all experience, and sanctioned by divine revelation, that the mind and the heart, properly cultivated, enlightened and directed in the impressible period of youth, will, in the vast majority of cases, pursue the career of virtuous integrity, usefulness and honor; while, if left undisciplined, undirected and ignorant, it is morally certain to wander in the devious path of vice and crime,

to become itself the deluded victim of wretchedness and guilt, and to scatter "arrows, firebrands and death," wherever it may wander. It plants itself upon the palpable, uncontradicted, irrefutable evidence of facts which show, beyond all possibility of cavil, that the crowded ranks of pauperism and crime are mainly and chiefly filled with the ignorant and the undisciplined—with those whose youthful education had been either entirely neglected, or imperfectly and defectively conducted—whose minds and hearts had been suffered to run to waste, or whose intellectual faculties only had been developed, while their moral nature had been almost wholly overlooked and disregarded. It assumes, in accordance with the unanimous opinion of the most experienced educators of the country, that ninety-nine out of every hundred of those who spend the time ordinarily allotted to instruction, in our Common Schools, and other institutions of learning, under the charge of competent and well-qualified teachers, will become good citizens and valuable and profitable members of community, adding to, instead of detracting from, the amount of human happiness, and increasing and extending, instead of preying upon and diminishing, the resources of our modern civilization. It undertakes, if adequate provision be made for the proper education of every child belonging to the community, and if every child not otherwise suitably provided for in this respect, be placed under its charge, and kept there for a sufficient length of time to enable it to complete the work of elementary education by informing and strengthening the intellect and cultivating and training the affections, principles, habits and character, not only to accomplish these great and desirable results, but speedily and effectually to relieve the community of those enormous burdens which mendicity, pauperism, and crime occasion and perpetuate.

It demands, however, as an indispensable condition of its efficiency in the performance of this great work of individual, moral and social reform, that, as nearly as possible, *every child*, for whose complete intellectual and moral instruction no other adequate provision has been made, shall be brought within its influence. And while it does not propose to accomplish this object by compulsory legislation, it has a right to insist that every practical inducement shall be held out, and

every reasonable and proper exertion put forth, for securing the regular and constant attendance of every child, not thus otherwise provided for, during the ordinary period allotted to instruction. For this purpose, effective means should be put in requisition for ascertaining, as accurately as may be, the number of uneducated children residing in the city, and not attending any school; and a special officer should be appointed whose duty it should be, by personal application to the parents, guardians or employers of such children, to procure their enrolment in some of the public day or evening schools, and to secure, if possible, their continued attendance. No amount of destitution, no pressure of poverty, no repulsiveness of character or appearance, and no combination of unfavorable circumstances, should be permitted to operate as a barrier to admission: on the other hand, all these should serve as powerful incentives to immediate and efficient action. It is chiefly from these neglected classes—from these outcast children of degradation and misery—from those who in their wretchedness and squalor and barbarism are passed by on the other side, even by the most philanthropic, as beyond the pale of civilization, and almost Christian charity—that the fearful aggregate of reckless and abandoned crime is made up; and it is here that the broad stream of vice and guilt may be dried up at its source. Only when EVERY CHILD of proper school age, whatever may be its circumstances or condition, shall have been gathered into our public or private seminaries of instruction, and there or elsewhere placed under kindly, systematic, vigilant and thorough intellectual and moral culture; and when all those, of every age, who require such culture, and have been or are debarred by their position in life from attaining it, shall find it awaiting their acceptance and soliciting their regard, will the great work of UNIVERSAL EDUCATION be fully accomplished.

All which is respectfully submitted.

S. S. RANDALL,

City Supt. Schools.

# REPORT

OF

## ASSISTANT SUPERINTENDENT JOSEPH McKEEN.

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To S. S. RANDALL, *City Superintendent*:

The semi-annual examinations, now drawing to a close, have been confined principally to the lower classes of the grammar schools, and to the most important elementary studies, such as reading, orthography, arithmetic, geography and grammar, and also to the general arrangements and classification of the schools, the manner in which the books are kept, and to the condition of the school-houses and premises.

Immediately after the re-opening of the schools in September, they were all promptly visited and inspected, and such hints given and suggestions made, as seemed appropriate or necessary. These visits were informal and unannounced. The promptness of the teachers in their return to their posts of duty, and also the fullness of attendance on the first week, were subjects noticed—a report of which was presented by the Superintendent to the Board of Education at the time. A programme was then made for a regular and systematic course of examination, in which the Grammar Schools were put down, designating days on which they would be successively examined, particularly in the rudimental studies prescribed as appropriate to their several grades. These formal and regular examinations were commenced on the 25th day of September, and have been continued by the undersigned, in the order of the published programme from that day to the present time, without cessation or interruption. In a few days more, every school will have

been formally examined for the second time within the space of a year.

I am persuaded from my observations in this tour of examinations, that the prescribed course of studies, so far as relates to the lower class of the schools, is not too high. It is true that there are many of the schools in which the fourth and fifth classes have not reached the point assigned ; and owing to circumstances, perhaps in some instances entirely beyond the control of the teachers, it is almost impossible that they should reach it ; yet, in my judgment, it is better that the standard of attainment should be so graduated as not to be reached without a steady, persevering and prolonged effort. In some of the schools the fourth and fifth classes were found fully up to the prescribed conditions. In other schools, in which quite as much industry and skill on the part of the teachers had been faithfully applied, the classes had not yet reached the degree of attainment prescribed. The thing was clearly impracticable without making the Primary Schools too large, and the Grammar Schools too small. This state of affairs cannot be easily remedied without a little deviation from the course of studies. True economy and a sound discretion sometimes concur in sanctioning such deviation. The primary departments might be increased in number or enlarged in one place, and Grammar Schools diminished in another, in order that all may be brought to this Procrustean standard ; but this seems unnecessary. No inflexible rule can be made universally applicable. There must be a large discretion in the local authorities, and in the principals of schools, who should be chosen not without regard to their competency to judge in such matters. Instances are not unfrequent when it is necessary to relieve an over-crowded primary department, and increase a small grammar department in order to accommodate with room, to give each teacher a due share of employment, and to regulate the equilibrium of the whole house. Experienced trustees have, in some instances, authorized this early promotion, under the circumstances mentioned. Although this early, if not premature, promotion from the Primary, and the making of a low Grammar School class, seems for a time to lower the average standard of both, yet it is the most direct means of increasing the power of progress and

elevation in both, and of equalizing the labors and responsibilities of the teachers of a whole school.

The attendance in the Grammar Schools is in many instances large; but in the aggregate by no means so large as it ought to be. Some of them might receive as many more as they now have, and a number of others might accommodate twenty-five per cent. of additional pupils. The Primaries are perhaps full; but there are not found sufficient numbers in their highest classes for promotion to fill the ranks in the Grammar Schools. Some adopt this policy of receiving promotions of low grades, and thus keep up numbers in the Grammar Schools. Persons who do not go behind the scenes, nor look particularly into the average condition of the lowest forms and grades, are likely to be deceived, or to remain ignorant with regard to the condition and wants of a school.

The legal school age is from four to twenty-one. In the rural districts of the State, many verging upon this maximum school age are to be found in the winter schools. Not so in this city. Only about eight per cent. of the whole number taught are over fourteen years; and fully one-half are under nine years of age, and most of these are in the Primary Schools. It is important, in view of this large proportion of primary children, that the school accommodations for such should be proportionately increased, and these schools relieved from an undue burden, when it may be done without additional cost, and with evident advantage to all the parties concerned. This may be done in exceptional cases, in those neighborhoods where a majority of the children are obliged to leave school early, and a primary class may be taught in the Grammar School, relieving the Primary and giving greater advantage to the children.

Grammar Schools Nos. 5, 8, 9, 10, 12, 16, 18, 21, 22, 23, 24, 26, 29, 31, 32, 34, 37, 39, and 43, might each accommodate larger numbers than they now have. Nos. 25, 27, and 30, though classed as Grammar Schools, are really, with the exception of a small class in each, respectable Primary Schools, and ought to be so graded. The following Grammar Schools are well attended, but not usually over-crowded, viz.: 1, 2, 3, 4, 7, 11, 13, 14, 15, 17, 19, 28, 33, 35, 36, 38, 41, 42, and 49. The only Schools that are really *too* full in all the departments



are Nos. 20, 44 and 45. No. 40, now the largest male Grammar School in the city, is amply accommodated with good rooms, as is also the female school No. 50.

The separate schools for colored children are continued, and are nearly in the same condition as they have been for several years past. No. 1, in Mulberry street, is pretty well attended; No. 2, in Laurens street, is small, particularly the boys' department; and No. 5 in Thomas street is also small, and there are reasons connected with the house and the locality why it need not be expected to flourish. These last two schools might probably be united in one, in a new location, greatly to the advantage of both. No 5 is on lease, which I suppose can be relinquished, and No. 2 sold, and the proceeds applied to a new purchase.

The benefits of our *Normal Schools* have never been more apparent than at this time. Those persons who have gone through with the prescribed course of the Normal Schools are almost without an exception good teachers. There is a discipline of mind acquired by going through the higher studies under able professional instructors, which may be quickly discerned, if it exist, in the youngest assistant in the Primary School. It is a sad mistake, common in the schools of our time, that children are benefitted by having many studies at the same time, carried on collaterally. The evils of numerous feeble *impressions* upon the brain, instead of a few that are deep and lasting, are all unsuspected. A precocious display of various scholarship exhibited on some public occasion is taken as proof of the superiority of the school. Partial friends and parents come to the conclusion that the school is an extraordinary one, or that the children are prodigies. Little do they suspect that instead of a thorough knowledge of rudiments that will be useful in the prosecution of scientific studies, the children have been allowed and encouraged to anticipate conclusions, and have thus been trained to sciolism and superficiality. This *appearance* of early ripeness is a misfortune. It allows us to take too much for granted. A step omitted, or not seen in a demonstration, renders the whole process nugatory. The utmost care is needed in such cases. Mental weakness or decay is very likely to follow a nurtured precocity; and imbecility or confirmed ignorance is the consequence of over hasty conclusions. Let, therefore, the mind be trained in

processes; educated for work; and not crammed to exhaustion with isolated facts, which have no natural connexions, or logical induction. Upon this theory, our improving teachers are acting more than they did some few years since. I rejoice to be able to report that much care and attention are given to make the lower classes thorough in reading, spelling, writing, and the simple rules of arithmetic, and the rudiments and use of the mother tongue. Grammar, astronomy, and algebra are not crowded upon very young learners, and the pupils are not stultified with a constant drill on incomprehensible themes.

A frequent change of instructors is unfavorable to systematic advancement, and good teachers are retained in most of the wards from year to year.

Female teachers are more employed in male schools than formerly. These should be mature in years and of good judgment, and they then exert a happy influence upon small boys, and are successful. Some who are employed are rather youthful and inexperienced. Practical wisdom and prudence are necessary in a teacher of the young. That kindness that confers appointments to teach upon persons lacking these qualities, is nothing short of unkindness and injury to the pupils. There is a class of persons who have detached specimens of knowledge and facts, on all scholastic subjects, but who have had no systematic training. These persons obtain the lowest grade of certificate of qualification from the Superintendent, and are appointed to teach in some subordinate place in a school. Content to receive their monthly stipend, they have no aspirings to become principals of schools. Such persons do not like study; they are not benefited by the Normal School; they retrograde when they ought to advance. These ought to be dropped from the list of teachers after they have been tried and found wanting.

The influence of a generally diffused common school education is every year becoming more and more observable. If but few become distinguished for superiority of scholarship in classical learning, fewer still are reared in our midst and allowed to remain in ignorance of those ordinary branches of learning that are indispensable in business, and of those civil, moral, and religious qualifications that give them a knowledge of their rights, and of their duties to God and their country.

As the standard of common school education rises among the people, by reason of the general diffusion of learning, so higher qualifications are wanted in the professional teacher, and a better position in society and a better compensation are awarded to him. This elevation of society and of the profession, is a work of time, which is in progress, and will be accomplished. Its fruits, already produced, are of good promise. The coming results will be chiefly attributable to our great public free school system, which is already reaching and lifting up the lowest, to a privileged citizenship. Many persons, both male and female, get into the schools as assistant teachers who are unfit for such calling; seldom, however, do they rise to the first positions, or continue long in the profession. There are now in our schools tests and ordeals beyond the examinations and the license. Teachers are graded, and must rise step by step as they increase in capabilities for their calling. They must be diligent in business, polite in manners, regular and exemplary in their habits, studious out of school, or punctually at the Normal School provided for their benefit, willing to receive instruction, and ready to communicate to others. Formerly persons having physical defects, or persons who were unfortunate in business, or had failed in other professions, betook themselves to private school-keeping, without having had any special training for their new business. These persons, having some natural smartness, drew from the sympathies, or from the want of discrimination of the public, a tolerable livelihood for awhile. It is not so at present. A higher standard of attainment is now demanded. No inferior man can now succeed for any length of time in a private school in this city. Public opinion calls for more learning and better men and better women. This comes from the general diffusion of knowledge by the public schools. Their good influence extends to all departments of business and to every grade of society.

No extraordinary advancement has characterized the year just closed. There has, however, been a steady, onward step, with a progress more perceptible in some wards than in others. In those wards, in which the officers have been the most careful in the selection of their teachers, the most constant in their visits, and the most courteous to, and co-operative and advisory with the teachers, I always expect to find the best schools.

*A few words on reading and reading books.*—Books should be well selected, and but few used with children in their first stages. Classes in reading may be almost indefinitely large, if each scholar is sufficiently advanced to keep the place, read in his turn, hear others, and also all the instructions of a vigilant and competent teacher ; each scholar having his own book and relying very much on his own attention and carefulness. Two scholars should not use the same book together. This partnership reading operates against that self-reliance and individual exertion which should be encouraged. The books used should be simple in style, interesting in matter, and correctly printed. The eloquence of earnestness should not be extinguished by multitudinous rules. The intonations of the playgrounds, which are commonly according to truth and nature, should not be laid aside and despised, nor the minds of young children obfuscated with learned rules, which to them darken counsel without conferring knowledge. An illustrative example from the competent teacher is worth more in forming and fixing the style and manner in reading, than a dozen rules in a book. I am happy to report that reading is well taught, more especially in some of the female schools.

Some of the schools give much time to written exercises in spelling, forming and defining words, and to their appropriate use and application in composition. These schools have good orthographers and grammarians.

*Geography* has been taught a great deal, and sometimes to little purpose. An improvement is in progress. After the geographical definitions are learned, and outline maps have been explained and understood, the learners commence drawing maps on slates, on black-boards, and then on paper. Many of these last are specimens of fine work, that would do credit to an artist. This *doing*, is better than *reading* or *saying* ; it fixes the outline and image in the *mind*, instead of surcharging the memory with a barren list of geographical names. This method of learning gives definiteness to the conception, cultivates the taste, trains the muscles, and makes available for practical ends what would otherwise be unproductive and useless capital. This method does not supersede, but makes investigation necessary.

*Arithmetic* is one of the prominent studies. As a science, it is exact and demonstrative, and does more to educate the mind of young scholars than any other study. It does not fill the mind with images or symbols; it rather trains it in a process or an exercise ever differing from any previous operation, and always arriving at demonstrably exact results, that cannot be reached at so early a period of life in any other way. Arithmetic in its various phases, mental and written, is well taught in most of the schools, and produces the best intellectual training and development of the powers of the mind.

All the studies, in fact, necessary to the early stages of mental growth and culture, are now successfully taught.

The closing period of the year seems an appropriate time to present a synopsis of our great systematized organization for the furtherance of the education of all the children of the community—a system that draws its support from the tax-paying citizens, and makes no discrimination in the dispensation of its blessings between its sustainers and strangers. It is reasonable and proper that the bountiful benefactors of so beneficent a policy, should be carefully advised of the manner in which their contributions are disbursed, and of the organization that wields so important a trust. It is not our aim to present in detail the items of expenditure which are always faithfully presented from the clerk of the Board of Education, but to give in outline, as supplementary to a report of our doings and examinations for the year, a synoptical plan of the organization upon which the schools are instituted and managed by the Board. This may be done under the several following heads:

The 1st we may denominate the *Literary and Supervisory Department*.—This embraces the examination and licensing of teachers; the inspection and examination of the schools as it regards their scholarship, their studies, their advancement, their classification, and whatever comes under the head of properly adapted scholastic culture, whether by books, or by methods of oral address and inculcation.

2d. *The Police of the Schools*.—Under this head may be included the admissions and discharges of scholars, the government, the regularity or irregularity of attendance, the school

hours, the visits of the school officers, the incitements and encouragements by rewards or otherwise, and also a due attention to an economical demand of the proper and necessary supplies from the depository of school books, stationery, &c.

The 3d is the *Mechanical Department*.—This department embraces the construction and repairs of school-houses, the providing and putting up of school furniture and apparatus, the providing and regulating the means of warming and ventilation, and also the play grounds, gymnasias, &c.

The 4th is the *Financial Department*, which extends to all the fiscal matters that come under the control of the Board, whether they relate to real or chattel property, or the payment of wages—the supplies of books, stationery, fuel, and the salaries of teachers, janitors, clerks, superintendents and other employées, necessary to carry out the business of so extended an organization.

Besides superintendents of school instruction, a superintendent of buildings and repairs, clerks and agents who are appointed on salaries, are constantly employed during the whole year. There is an immense amount of business performed by committees of the Board, all of which comes upon the forty-four elected commissioners, whose legislative duties are far more onerous than those of most State legislators, all of whose services are gratuitously performed, as are those of the one hundred and seventy-six trustees and forty-four inspectors, who hold office in the wards.

It will be perceived that I have chosen on this occasion to confine my remarks principally to the lower classes of the schools, because these contain more pupils, are more important, and are those to whom the most attention has been given in the examinations now about to close. It will be remembered that the upper classes were carefully examined in the spring and summer, and that their condition was such as to claim general commendation. These were conducted in a public manner, and the results were the theme of much eulogy and admiration. It seems unnecessary for me to repeat here what is so well known to nearly all the resident parents of New York.

The examinations of these schools might be continued and expanded indefinitely. If all were to be examined in all their studies, many days might be spent in a single house containing from 1500 to 1800 pupils. Ten men all the time examining could not do this thoroughly for all the children in the schools; nor is this necessary. Puzzling questions, or detached facts may bring out proofs of what children have not studied, and of course do not know; but instead of this, it has been our policy to find out what they *do* know, and whether they have learned, or are learning in a way to draw out and train the faculties of the mind, in those things which will be of practical value in subsequent study and business.

JOSEPH McKEEN,  
*Assistant Superintendent of Schools.*

REPORT  
OF  
ASSISTANT SUPERINTENDENT S. W. SETON.

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*To S. S. RANDALL, City Superintendent of Schools:*

Dear Sir,—This my second annual report of the state of the schools specially under my charge, comprises the results of the 5th, 6th and 7th courses of my examinations of the Primary Departments and Primary Schools. It therefore presents you my enlarged experience of them, resulting from another thorough inspection by four courses of official visitations severally to each of the one hundred and seventeen departments, viz.: once for the examination of the lower divisions, and once for that of the advanced classes. These examinations, though sufficiently close and practical at the present time, for the purposes of my required supervision of them, have necessarily been neither so thorough nor tedious as those, the results of which you had in my last year's report; the design of which was not only fully to exhibit the state of the schools, but also to ascertain the plans and methods of instruction by which they were conducted. This point could not then, for want of familiarity with them, be effected without sometimes carrying the examinations of the day beyond the limits of the school hours; that is, for the last division of the school under examination; the other classes having in all cases been dismissed so soon as having passed in review. This was a difficulty of necessity and circumstance; and of course could not again occur under my trust. During the late examinations, therefore, the exercises have not at any time been protracted beyond the punctual hour of school closing, and frequently some time previous to the appointed hour. Such a proceeding as is here referred to, is not without a precedent in



the hitherto careful supervision of our city schools; a feature in their administration, to which they owe no small share of their acknowledged efficiency as common schools. Their controllers have ever had the reputation of being faithful and thorough in their examinations, establishing thus a precedent for their future prosperity, also especially making their examinations a sufficiently severe test, (as they should be) not only of the capacity of the pupils, but also of the instructors, ability to teach. The late Superintendent Stone, whom I frequently attended in his official visitations, I have known, during the autumn examinations, to prolong the exercises of his inspections until overtaken by twilight, and requiring the aid of lights. I have also sometimes found him with the highest classes (the others having been successively dismissed) in their class-room by the light of the moon, no wise flagging after five hours' labor, the teachers and pupils also animated and enlivened by the brightness of their own knowledge and cheerfulness of spirits. I have thought it proper on this occasion to offer these brief explanatory remarks, having understood that some of the school officers thought my previous examinations were unnecessarily rigorous and tedious; I have therefore here given the reasons for such a course on my part. It will be perceived, I trust, that I could not have effected the useful and important objects of those inspections in any other way, without protracting my course of examinations beyond the close of the year, the period for my required report. I have the satisfaction now to assure you that my present course of proceedings has been acceptable to all; and though the several examinations have necessarily been monotonous to myself in their re-told course of interrogations, they have nevertheless been to me an agreeable task, more especially so from their having generally been in a high degree satisfactory. I have not only found the schools more uniform in their operations, but more equal in their advancement—most of them having exceeded the limits of the required studies, as assigned by the Manual of the Board of Education; a proof that the teachers have been guided by the true spirit of their office, and performed their work with both skill and diligence. Of the latter, "the teacher's time-book" has also silently testified; as, on inspection of the school records, it

has generally shown an unusual faithfulness on the important point of punctuality. That diary, which is kept by all, exhibits the mean time of the attendance of the teachers at about twenty minutes before school opening.

I now proceed to present you the results of my inspections so far as completed; the second course of examinations of the higher classes will not have been begun till after the first of February, and though daily pursued cannot probably be completed till toward July. Of the 48 primary departments, 40 of them read the Scriptures and repeat the Lord's Prayer at the opening office; and of the 60 Primaries 59 read the Scriptures and repeat the Lord's Prayer, making 99 in which the Bible is read and the Lord's Prayer said at the opening office; 1 by reading the Bible and singing, 4 by only a hymn, 12 by no formality; but after a short exercise of general oral instruction, the pupils proceed to their class rooms for the day's instruction.

The following table is a complete exhibit of the specific manner of opening the Schools in all the departments assigned to my supervision; also some other items of the economy of the Schools:—

#### RECAPITULATION.

|                                                               |     |
|---------------------------------------------------------------|-----|
| Prim'y Dep'ts opening with the Scriptures and Lord's Prayer,  | 40  |
| Primary Schools        do.        do.        do.        ..... | 59  |
| Prayer and Singing.....                                       | 1   |
| With reading the Bible and singing .....                      | 1   |
| Singing an hymn .....                                         | 4   |
| By no formality.....                                          | 12  |
| Schools that teach sewing.....                                | 86  |
| Do. that do not.....                                          | 31  |
| Do. complete in records .....                                 | 110 |
| Do. not do. do. ....                                          | 7   |
| Studies carried out .....                                     | 116 |
| Do. not do. ....                                              | 1   |
| Schools in dark, unventilated basements.....                  | 23  |

Comparing the aggregate numerical statistics of the register and average, I find the per centage of absentees to be about fifteen, and in frequent instances less than ten per cent., a most

favorable state of regularity of attendance for small children, an evidence too that the schools are attractive and popular; also acceptable to both parents and children. The studies are carried out in all with a single exception, which is owing to some local difficulty with the class of pupils attending, and not chargeable to neglect. The School Records are complete and uniform, with the exception of four departments, the deficiency occurring from my not having been explicit in my directions at the previous inspection of them. They are kept posted up with neatness and care; the continued inspections of them has had a salutary effect in having them posted up—a point of considerable importance. On one occasion, as observing the attendance, (which is generally fuller on examination days,) to be less than usual, I was gratified to understand that many of the smartest scholars were absent on account of the arrival of the steamer, they being then employed as news boys! There is a surprising degree of punctuality in the Primary Schools at the opening office; I have generally at such times found a full attendance, and also observed it always to be conducted with due reverence and decorum. The regulations require the door for the entrance of the pupils to be closed at such time, and none admitted excepting where there is no vestibule for shelter; then they are quietly admitted whenever it is inclement. I have sometimes seen intrusions at the front door;—measures should be taken to prevent such examples before the pupils, from whom the observance of the rule is rigidly exacted: a notification outside the door would be a proper precaution. In no cases have I observed this desirable office to be more interesting and impressive, than when *all* the Teachers were assembled with the Principal at the platform, leaving the pupils on their own reliances for propriety and deportment; such confidence reposed in them is a principle in government, that has much influence effectually to promote obedience and good order. The schools altogether have been found in a better state of cleanliness within and without than before, and the buildings and premises in good condition of repair. Want of proper ventilation continues to be an existing evil. Could it not be made practicable for the janitors to be well instructed on the subject, and to give their aid and attention to a point so apt

to be neglected by the teachers when engaged with their pupils? It might be made their duty to regulate the ventilation of the main room with which all the class-rooms are connected; then the opening of the class-room doors, and the upper sashes within, would be a better remedy for this oft-violated law of life. It is gratifying to observe that the discipline of the schools is generally mild and maternal in its character: corporeal punishment is seldom resorted to, and 22 of the schools are governed entirely without its influences. The variety of studies, change of exercises, and vocal music, almost preclude the necessity of resorting to such penalty; it is in all cases referred to the Principal. This also tends to restrict its use. Even when allowed under such restrictions by the school officers, their influence tend to discountenance it. I omit to present you the total register and average, as it would necessarily be incomplete, and the tabular statistics have been already rendered by the Teachers. I will now, therefore, proceed to offer such general comments on the operations of the Schools as may perhaps be suggestive to the less experienced teachers, while presenting also our plans and methods in a view that may be of practical use to others. We have succeeded, I think, in smoothing to the abecedarian that rugged, rough-cast road, that borders the hill of science; levelling the hills, and filling the valleys, for a royal highway, by having forsaken that long-travelled and repulsive road of "The Horn-Book"—"*Weary, stale, flat and unprofitable in its use,*" and have already secured success in the hitherto unwelcome task of teaching the alphabet, nor practising the unmeaning exercises of the A-b abs tables. Instead thereof, we are teaching to spell and define, by the use of the letters. It is upon the principle that the very first lessons of a child should be intellectual, and that the process of teaching the alphabet should be of the same character as at every successive step of instruction. Therefore, teaching the alphabet comprises the art of teaching. It should call into exercise the various faculties of the mind, and be complete (within its limits) as a means of mental development. The names and sounds of the letters being different, presents one of the chief difficulties of teaching the alphabet, and putting it to use, by the name sounds of the letters. The form and

name of the letters may be taught by tracing them on the black board with chalk, classed according to their geometrical features, viz.: the capitals, by V, I, O, and the small letters by l, n, v, o, the remaining irregularities being curved lines. This process is analytical, and may be extended in its use, when the pupils are able to use a slate and pencil; copying from the printed letter presented them, the name being dictated. Thus, while silently copying, or, as in the former case, observing the letters traced by the teacher on the black board, the pupil must necessarily analyze and compare,—mentally interrogating at every step of this pleasing exercise of dictation. Thus, as the various faculties are brought into exercise, learning the alphabet becomes an intellectual process, rightly developing the mind. Besides the use of the black board, an entire alphabet is necessary, for learning that all the letters are an alphabet, then the order of them, the number of letters, and their division into vowels and consonants. A dissected alphabet, or single letters on cards, are necessary for teaching by this method—naming the letters as forming them into words, and giving their meaning. For letters should be learned not only by their names, but by their use in forming words, and the use of words, by easy definitions. Ideas are thus acquired, and the first steps of learning rendered agreeable. For this purpose the syllabarium, or spelling stick, will be found an instrument of much usefulness. Monosyllables of three letters are more readily formed by holding the letters in the hand, using the syllabarium,—only for longer syllables and forming short sentences, such as, “Come to me,” “His dog,” &c. Rotating the letters, and teaching them only synthetically—may with diligent teaching advance the pupil, and perhaps rapidly—yet, the intellectual advancement, the all important aim of teaching, will be but slow. By this plan of definitions, dictated, as forming letters into words in the spelling stick, the mind is continually strengthened for every successive step of elementary instruction, and the *subsequent* progress rendered sure and rapid.

Lord Brougham has well said, “if we should be deprived of what we learn while under three years of age, we should be as ignorant beings as on the face of the globe.” By the guidance of Providence, before going to school, a child is able to speak a

language—and if circumstances required it, two. In the German districts of the United States, children speak, with equal fluency, both German and English—speaking the languages, just as well, or as badly, as they *hear them spoken*. Children before they can even enunciate words, understand the meaning of them; why not then teach them definitions while forming words in the spelling stick when they are able to speak them, thus rendering the teaching of the alphabet intelligent and agreeable? Such a method may at the same time also be made somewhat a means of moral training, as well as mental development; and thus may be rendered available to the right purposes of education, at the earliest and most impressible age of life; and therefore, the most successful period. It may therefore be recommended, that whatever vocabulary may be used, that the teacher add in the course of instruction such maxims and moral reflections as these brief lessons suggest. The following may be presented as examples.

“S-a-y—say. To speak. What did I *say*? Do not *say* bad words—*say* good words and kind words—*say* your lessons well. Then every one will love you—and have a good word to *say* for you—if a good child.”

“H-a-y—hay; grass cut down and dried. What is hay? The Bible says, “man comes up as a flower, and is cut down ——” A baby is like a bud—a child like an opening blossom—a young person like a full blown flower. Then comes the season of fruit —“good trees bear good fruit”—goodness is like fruit—how pleasant! Be a good child, and bear good fruit.”

D-r-a-y—dray. A low cart, a carriage of burden with two wheels. Take care when crossing the streets—for some drivers are careless. Do not be street boys—they are bad boys—they throw stones, cut and break things, and make marks with chalk on houses and fences, and speak bad words—do not do so—be good children.

T-r-a-y. Tray,—a wooden trough or vessel, to make bread in; a waiter to hand things; be careful when you hand things; step slowly and softly, and look, then you will not trip and break that you carry. Begin soon to be useful, and help

others, and then you will be happy. Tray is also the name of a dog: "Poor Dog Tray!"—pat him—don't hurt him—love poor Tray—love hurts no one—love does good—love will make you happy.

Teachers who are conscientious in the discharge of their highly responsible trusts, will perceive the important features of these examples, and must feel the force of these suggestions. Let them then improve every practical opportunity of inculcating moral instruction in connection with the very lowest elementary lessons. In view of the fact, that at these early years is laid the foundation of future character, it surely cannot be deemed an unseasonable delay to pause in ordinary instruction for so valuable and desirable a purpose.

To the want of due attention to this all important point, in our Primary Schools, may be attributed the frequency of those associations of banded young ruffians that so often disturb the peace of our city, under various titles, so significant of their clanship, "Rock Boys," &c.; yet all of them may be included under that of "Short Boys," such as have come short of a right moral standard, for want of proper moral development; and perhaps, through habits of truancy, never reaching the upper schools, and, if so, not long remaining there. Let teachers then feel their responsibility, and with facility seize the proper and perhaps only available opportunity, to train them to the early paths of sobriety and virtue; then, such a course, with diligence and perseverance, may redeem us from this evil.

The use of that good old Grecian book, "the black-board," on which lessons of any grade, from simple numbers of one, two, three, to profound solutions of trigonometry, may be illustrated, should be more frequent, as well as the Abacus or numerical frame with balls. The Abecedarians should be accustomed to have the script or writing characters of the words they spell written for them on the black-board, and thus learn at once to read writing as well as the printed Roman text; also the table of seven letters, indicating the Roman numerals, and the ten Arabic figures,—the nine digits and the cipher. Counting by the balls, or by marks on the black board, these characters are easily taught by the eye. This familiarity with the black-board would profit

the Primary Scholars, and also lead to its more frequent and ready use in the Grammar Schools, for varied purposes other than arithmetical exercises, extending their drafting to chalk delineations of lessons in geography, &c., giving an off-hand outline map, while reciting a lesson. This sort of exegetical gymnastics, both for teachers and scholars, would make either "a ready man" for any required demonstration of the lessons in hand. The schools are not well supplied with apparatus, and other appliances for the several studies. The numerical frame should be oblong, with oblong balls, and the wires strong and well spaced, with a screen to hide the balls not required in illustrating. A groove, also, should be at the top, for inserting a card with the printed character, to be illustrated by counting the balls. For example: Putting in the figure nine, an unaccustomed object; they will immediately name it, when throwing out nine balls, or making nine marks on the black-board; they thus find that figures are signs for number. This seemingly to them an unaided discovery, will be found greatly to encourage the pupil giving new impetus to the mind, guiding them to renewed effort in the application of the knowledge they have already attained. The youngest may be made to add a line of ones or twos, and thus illustrate a dozen, a score, and a gross. The proper use of the numerical frame seems to me the best foundation for a future knowledge of numbers, by the successive steps of counting, adding, subtracting, and multiplying; with enumeration. Placing the balls on a single wire, they may be taught to read and apply them to figures; as, 111,111,111, or one hundred and eleven million, &c.; then placing all of them perpendicularly on the several wires from top to bottom, it would present the same. Omitting balls, *ciphers* might be represented thus:—on the ninth wire three balls, and on the two lower ones two and three; it would then show three hundred million and twenty-three. Those passing through such illustrated lessons would not afterwards err, in calling twenty a square number, because it was even, nor refuse to apply the term to twenty-five because it was odd. Having been taught as they should have been, that three was the *root*, and nine the *fruit*, through all the squares of the multiplication table,—to twelve the root, and one



hundred and forty-four the fruit. Such illustrations by sensible objects would secure knowledge as a possession. The little pupil, while in the *elemental* classes, having been taught on the principle expressed in the brief and homely, but useful distich—"If you know, show." Thus should the Primary School present in its limited scope, the same features and principles of instruction yet to be fully developed in the Grammar School; just as the delineated features of the future flower is formed in the bulb, or as the enveloped bud contains the future blossom in its regularly arranged petals, presenting hereafter precisely the same convoluted *creases* it *then* received. I regret to observe that the primary scholars are too soon, and too largely required to make book recitations—instead of continuing to receive oral lessons, illustrated by sensible objects. Such lessons are too soon lost sight of, when they are once introduced to the *use of the book*; as if learning to read was the only object of the primary school; whereas, there it is that every part of educational training should be carefully and *slowly* pursued, never hurrying the pupil through processes. Counting by objects should be among the first lessons, and be succeeded by other object lessons in ever pleasing variety, cultivating the several senses, and improving the comparative faculties. Too often the memory alone is exercised; the abuse of this faculty in the youngest children, is perhaps the cause of much physical infirmity, the whole faculties not being duly exercised, but the burden being imposed upon one. The guidance of nature is too soon forsaken for that of art. Probably the first step of nature for the developing the mind of man is by the process of number—more or less—the increase and decrease of objects; by this operation reason is developed. The attention thus arrested, observation begins; when the perceptive faculties are successively guided through the same natural channel—presenting a continual series and succession of ideas, whether presented by sounds, colors, or taste. In this manner feebly commences the exercise of the comparative faculties, which are then gradually strengthened through the same processes, by all the diversity of objects in nature, comparing their differences in form, feature and substance; then analyzing their various characters, ensues; and as the power of abstraction is an earlier

exercise of the mind than is generally allowed, analogies are soon instituted, and inferences deduced. Then it is that the retentive faculty is duly and properly prepared for use, and commences its true office. The mind, thus formed, and being fitted and furnished with those inner and intellectual faculties allied, and nearly analogous to those organs of the outward man, begins effectually to gather its allotted stores of knowledge. Thus is the mind of man, as divinely constituted—his education being at first effected only by natural methods and appliances. Thus should these natural processes still be followed at school by lessons of objects and things. But then it is that instead, art begins, and nature is thus too often perverted, and the retentive faculty is abused by storing words without knowledge. The same course persevered in, learned men are manufactured, not wise men cherished into growth. The pupil has acquired much, but knows little; and the superstructure is diverse altogether from its beautiful foundation, as formed by the varied incidents of life under the guiding hand of nature; and her beautiful "Crystal Palace" is as it were, incongruously furnished only with modal garniture, of hay, "straw and stubble," instead of those beautiful products of mental and artistic skill by which it might have attracted, profited, and blessed the world it was made to adorn. Brief lessons on a variety of subjects will strengthen rather than enfeeble the mind; it gives to it energy and elasticity; but to begin with a monotonous round of A B C and a-b abs tables, with bla, ble, bli—ends in burdening, and bringing infirmity on the mind, with physical inability. Both the mental and physical faculties may be invigorated by rightly exercising the faculty of attention, and inducing habits of observation; such are immensely important and needful in the proper training of the whole man for the purposes of filling his allotted station in society. The value of such training of the pupil, for the little arts and economy of life, may be well illustrated by a simple fact of oft recurrence. A social circle are round the winter hearth; one rises to depart, a candle is snatched, and as hastily lighted and hurried into a cold passage, when in order to prevent its being extinguished the hand is spread before it, throwing its broad shadow; the light is elevated to the

shoulders within the vortex current of the promontory head, and Isthmus neck—a few steps advanced, and the light is out! to the confusion and discomfiture of all. Now, a moment's reflection, and a habit of observation and attention (had such training been received at school) would have first secured the candle fully lighted, then placing it below the breast in the broad shield of the body, between the shoulders secure from any current, it might be safely carried, even moving rapidly. This, though a small affair, illustrates favorably the necessity and advantage of training in the Primary School to such practical knowledge. Teachers must learn the value of a little screw to a door hinge, or a single nail to a horseshoe, from Dr. Franklin's Philosophy for the People, and much more contained in his trite maxims for the every-day affairs of life. What a burden of little perplexities are removed that interfere with the management of a school, by merely teaching the pupil that the words *this* and *that*, *these* and *those*, *here* and *there*, &c., require that they should immediately look to the speaker, because they are signals, and imply *pointing*, &c. With this sort of pains-taking and careful training, the primary scholar passes on; and when graduated from the Grammar School, is the better scholar and the better man. It is such moral, physical and practical training only, that will ever properly meet the requirements of the schools of the Commonwealth. The attitude of sitting, and position of standing, and manner of walking, is now being much reformed in most of the schools; this point being of sufficient importance, and reform yet necessary with some, requires here a passing notice. The unnatural position of folding arms is now seldom to be seen in the Primary Schools, and the more healthful, natural and graceful position of placing them folded in the lap when seated, prevails; or at the side when standing or walking; except in the case of females, for whom it is more becoming to fold their hands together with the elbows hanging towards the hips. The position "*fold arms*,"\* "*hands behind*," are evil customs of long standing in our Com-

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\* This position is not only injurious and uncomfortable, but also ungraceful, especially in females. For it is the attitude of the gladiator and boxer, and is menacing, and certainly improper for children.

mon Schools. Under no circumstance should folded arms be permitted to be practised with young persons whose bones have not yet a solid growth, and of course are easily affected by any tortuous position, if continued for only a few minutes. It is injurious except in momentary movements for physical exercise—the certainty of the evil effect of abusing the limbs, may often be noticed in the careless and imprudent treatment of infants—when required too early to stand by their own efforts, or lead lightly by the hands too soon in efforts to walk. The exercise of creeping, as nature directs, is better, till the lower limbs are somewhat strengthened by growth. Now, the spinal column is especially sensitive to such abuses. Folding the arms, and close lapping the hands beneath them, raises the shoulder blades, contorts the vertabræ of the neck, and by bringing forward, rounds the shoulders, while it also contracts the chest; disturbing all the processes of the spinal column, with which the whole nervous system is connected; and such displacement, if continued, tends to curvature of the spine. The habit becomes injurious, if often resorted to, and decidedly so if continued for a few minutes. But it is especially injurious while singing as I have seen it practised; it lessens and obstructs the volume and passage of the air through the lungs, increasing the effort of the abdominal muscles to force the air through its tender membranes, and I think must in a measure irritate that delicate organ. By an erect position, the shoulders are thrown back, the chest expanded, and the joints and muscles brought to a natural and proper position. Walking on tiptoe with folded arms, as is sometimes practised, heighten all these evils, by throwing more weight on the muscles of the back, mostly employed for sustaining the spinal column; swinging the backbone from side to side. Relieved from this oppression and erect, the balance is restored, and the body placed in a natural position; then by a light tread on the ball of the foot, the body is moved gracefully and easily along, and with safety.

These little secrets of Physiology are easily discoverable by placing the hand on the back, while thus walking in either manner; or sitting or standing in either position.\* It is to be regretted

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\*From Professor Jaeger, of this city, I learn that in Leubee (Germany), a

that more careful attention is not given to grade the seats on an average scale. The younger scholars to whom such regulation is most essential, for want of it, are often prevented from putting their *feet flat* on the floor as seated, and are also necessarily compelled to raise the shoulder-blades on coming into a position to write—the feet, as in some cases, dangling short of the floor, also impede the circulation of the blood. The plan of No. 2, Primary Department, and throughout the house, is a model in respect to seating. It will there be observed that the pupils of their own accord, without effort, and scarcely any training, sit easy and natural. By some I may be thought tedious on this subject, but on reflection they will find that its importance as a part of physical training demands it. The manner also of holding the book and slate, is in a measure worthy of consideration. It should be regulated by an arranged manual of movements and positions. Either sitting or standing, when the slate is not in use, it should be held by the fore-arm and elbows resting on the hips, the fingers of the right hand embracing it at the bottom, and the arm across the centre, the fingers bent over the right side of the slate. If sitting, the bottom part of the slate will rest on the lap in an upright position. Precision on these points of the school drill not only promote a right physical development, but also afford many facilities in aid of the necessary operations of the school. How seldom is it that physical training in schools is well or fully carried out; yet how essentially is it connected with every other blessing that education bestows! A failure to effect its purpose for want of precision in method, may be observed in the instance of inspection for personal cleanliness at the opening exercise of the Primary Schools. Its force and influence is for this lost upon the pupils, and it relapses into a mere form, in a measure counteracting its good intent; yet a mere glancing of the teacher's eye, while walking to and fro, occasionally peering from tip-toe towards the pupils, as elevating their hands and turning their

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school was founded, with success, for curing deformities. Shall we have schools to cause them? Six years in the Lubec institution restored its unfortunate cripples to symmetry and health; as many months, under the treatment the object of these remarks, may fix deformity and physical infirmity on our unfortunates for life. "An ounce of prevention is worth a pound of cure."

faces, its real influence and effect would instantly be observed by the movement of many a little spotted hand to their own inspection, and attempts to rub out the marks, and to smooth down a tangled lock. I have often heard the following spirited verses designed for discipline in the practical plans for this purpose, used without the *least* influence, when the right use of it might have made it very effective, by using the significant motions it suggests—the teacher all the while walking to and fro, as if inspecting hands, faces, &c., even though they should not effectually see all—the influence would be upon all, by occasionally detecting a delinquent and sending them to the wash-room; and how soon would the effect of these seemingly trifling efforts be observed. Both health and morals demand attention, for reform in these useful practices.

#### SONG OF THE CLEANLY RULE

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Raise your hands, if they are clean,  
By your Teachers to be seen,—  
Hands and faces clean and bright,—  
How it will their hearts delight!  
Raise them high and turn them so;  
O! they're almost white as snow!  
Hold them still and fair to view,  
See—the blood is peeping through;  
All in pretty spots of red,—  
Just as our dear Teacher said.  
If you keep them bright and clean,  
Their true color will be seen.

Hold them very still again;  
Teacher don't you see each vein,  
Almost see the purple tide  
All along my fingers glide!  
Oh! how healthy that must be,  
When the blood can flow so free—  
Hid with dirt we could not know  
Where those pretty veins do flow.  
Sparkle,—sparkle! water pure,—  
Dirty hands I can't endure;—  
Washing's pleasant I am sure,  
Sparkle, sparkle! water pure.

A pleasant pastime now we find,  
When the cleanly rule we mind;—

Shut your hands and close them tight,  
 Bring the little pores in sight,—  
 Oh! how many we can find,  
 When the cleanly rule we mind.  
 Pores and veins can all be seen,  
 When our hands are bright and clean.  
 Raise your hands, and turn them so,  
 Oh! how swiftly they can go!  
 Raise them thus,—your face between,  
 For they are both bright and clean.

Now, as sprightly as you please,  
 Move your hands with grace and ease.  
 Children when they come to school,  
 Must always keep the cleanly rule;  
 Brush their clothes,—and comb their hair;  
 Wash their hands and face with care,—  
 Every boy and girl may now  
 Make their courtesy and their bow—  
 Sparkle, sparkle!—water pure,  
 Dirty hands I can't endure,  
 Washing's pleasant, I am sure,  
 Sparkle, sparkle!—water pure.

A constant vigilance should be exerted to detect and notice every breach and neglect of the rules for cleanliness, for it will be only by unabated perseverance that the purpose will be effected. Let not the rules be at any time nor *at all* slighted,—because “it is a rainy day,” or because “visitors will not be here to-day,”—but enforce *the principle* upon the pupils “We will be cleanly for the sake of cleanliness;” and it may be told them, with propriety, “We will be courteous to strangers and inspecting committees, and be clean also for their sakes, making unusual exertions to please and honor them, and to show good will to our neighbor.” I cannot but painfully remark that the minds of the pupils are often burdened with songs of a trifling and unmeaning character. It is to be regretted that there is not a sufficient variety of well-timed and suitable moral songs for schools; they have great influence in moulding the mind and manners,—and with a persuasive moral influence on the heart. Music has a controlling influence over the opening mind. It is absolutely necessary for the well-being of a primary school, and, with the children, constitutes the chief charm of the school-room. It therefore ought to be a subject

faces, its real influence and effect by the movement of many a l' inspection, and attempts to run down a tangled lock. I have verses designed for discipline, pose, used without the least might have made it very tions it suggests—the teacher inspecting hands, factually see all—the instructor detecting a delinquent how soon would they be observed. Both in these useful pr

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forces of such a should not be disparaged for its moral use, by the practice of good. Under the exposure, greatly impressible; should be simple in exposure to occasional circumstances, and have no small expositions, and forming its importance, I may add—During the sweep of pestilence the schools, and many of the many were scattered abroad, the privileges they had till then in the city. On an excursion, near New Jersey, a rude shanty for temporary rest. A joyous gang of boys found shouts from the creek where a fisher-boat, they were making it was saddening to me as reflecting on moral and moral training. On exposure to sympathy for the case, she, with her husband, told of their former privileges. "But they have lost it all." "But she revealed her thoughts, "there is something to beget," then with a sort of bird-call she summoned and brought them trooping to sing their school songs," and they sang sweetly, and with animation of their well remembered songs; of the cleanly rule," another "a sewing society of industry; at last closing with a song on the resurrection." It was strikingly impressive and I at the time summed up my own reflections on the matter: that little children should be taught to sing;—and forever after, we have observed the glaring impropriety of singing war



every frivolous ditty in the school-room, a good one, I have thought, "There is never forget." Children should be taught to the couplets they sing should not only be correct them, and simple as their own ideas, but the character of that expressive sentiment, "Nothing would wish to blot." They of Greece and Rome, using the power of music, felt that they could more teach the maxims of truth and virtue by calling in its aid their maxims and laws to music to make them the of their children. Should not teachers in a Christian land, in the same prudent wisdom, avail themselves of its influence to subserve a system of ethics every way more worthy of every generous aid and association which may tend to recommend it to the youthful mind and impress its maxims on their heart?

How many of the beautiful and simple hymns and moral songs of the venerated Watts, and those of Jane Taylor and others, would better serve the purpose. They are full of religious truths of a preceptive character, that adapt them to moral usefulness in schools. Confirming and to the preferences of children, they are well suited to general use. The preceptive truths they present, and the influence they would impart, are of the kind that should be the life long object of education to destroy, and with which to enrich the opening heart and mind. The youngest child is conscious of being taught the knowledge of God and the law of love and justice he has established in the happiness of his creature. Teach it at earliest seasons, and inductive teaching will be an analysis of should always be the practice in such teaching these lessons as might come to, on positive and negative and vain and effect is connected with such teaching. It is the important part of a right education should be that of truth by this means, but of course there are numerous difficulties connected with the teaching system and especially in common and superior. At times calling in the aid of pictures and other means connected with a true picture system of truth and is most fully enforced, by our heavenly Father who is always making men. Let them be made more of knowledge and see that our imperfections and limitations of teaching the truth and make

of serious thought with the teacher. The influences of such a contributor to good nature and cheerfulness should not be disregarded in early education, and more particularly for its moral influence. How strange, then, to pervert its use, by the practice of singing any words, provided the music is good. Under the excitement of the melody of music, the mind is greatly impressible; for this reason the songs of childhood should be simple in expression, pointed in meaning, and adapted to occasional circumstances, and they will be long remembered, and have no small share in moulding the manners and dispositions, and forming the moral character. In evidence of its importance, I may adduce the following interesting fact:—During the sweep of pestilence in 1832, which closed all the schools, and many of the houses of the poor of this city, many were scattered abroad, beyond the reach of the unbought privileges they had till then enjoyed in the Common Schools of the city. On an excursion, three years after, along the shores of New Jersey, a rude shanty by the wayside offered me a temporary rest. A joyous gang of gipsy children sent up their jocund shouts from the creek hard by, where, in their father's fisher-boat, they were making a mimic voyage. Their mirth was saddening to me as reflecting on their destitution of mental and moral training. On expressing to the mother my sympathy for the case, she, with touching expressions of gratitude, told of their former privileges, adding, with a sigh, "But they have lost it all." "But no," she added, as she recalled her thoughts, "there is something that they will *never* forget;" then with a sort of bird-call whistle she caught their attention, and brought them trooping to the door; and on being asked "to sing their school songs," they sat themselves in rows, three and two, as habit had taught them in the school-room, and they sang sweetly, and with animated interest, a variety of their well remembered songs; among them "the song of the cleanly rule," another "a sewing song," with a moral in favor of industry; at last closing with a plaintive air, "a song on the resurrection." It was strikingly impressive to my mind, and I at the time summed up my own reflections, by saying how important is it that little children should sing, and how important *what they sing*;—and forever after, when I have observed the glaring impropriety of singing war

songs, love songs, and every frivolous ditty in the school-room, because the tune is a good one, I have thought, "There is something they will *never* forget." Children should be taught to sing correctly; and the couplets they sing should not only be such as would interest them, and simple as their own ideas, but of the pure character of that expressive sentiment, "Nothing which dying I would wish to blot." They of Greece and Rome, acknowledging the power of music, felt that they could more effectually teach the maxims of truth and virtue by calling in its aid, setting their maxims and laws to music to make them the songs of their children. Should not teachers in a Christian land, with the same prudent wisdom, avail themselves of its influence to subserve a system of ethics every way more worthy of every ingenious aid and association which may tend to recommend it to the youthful mind and impress its maxims on their heart?

How many of the beautiful and simple hymns and moral songs of the venerated Watts, and those of Jane Taylor and others, would better serve this purpose. They are full of religious truths of a preceptive character, that adapt them to moral usefulness in schools. Conforming also to the preferences of children, they are well suited to general use. The preceptive truths they present, and the influence they would impart, are of the kind that indeed should be the first rational object of education to bestow, and with which to enrich the opening heart and mind. The youngest child is capable of being taught the knowledge of God, and the laws of love and justice he has established for the happiness of his creatures. Taught in an earnest, serious, and impressive manner, and with an analysis, as should always be the practice in such teaching, these lessons, so taught, could not but perform an effective and valuable office in connection with moral training. But this important part of a right education, should not only be urged, by this means, but by other direct and incidental instructions, connected with the reading lessons, and occasions of counsel and reproof. At times calling in the aid of animate and inanimate creation with all their pointed morals, so often and so beautifully enforced, by our Heavenly Teacher when he walked among men. Let them be lead thus, to discover and feel their own imperfection and selfishness, by observing the power and benefi-

cence of their Creator. They would then be prepared to feel and understand those precepts of Christianity, so necessary to their own well being, and that of their fellow men, as presented in the parable of "The Good Samaritan" and "The Prodigal Son." This kind of instruction, with such as might be conveyed by a judicious selection of such moral songs, would supply the deficiency of a text book for this special purpose, and in a measure be an effectual means of moral training so necessary and desirable in our schools, and which is still somewhat neglected, and often hindered by learning and singing trifling and unmeaning ballads.

As some of the apparatuses now in the schools for carrying out by object-lessons, the required studies, is not of the right sort, and many schools have none, I subjoin a list of the studies and the requisites for schools of this grade; cuts representing proper models for the purpose, also a table of model figures, and the illustration of the right method of handling and using the book. The latter have sometimes been inquired for by the teachers. The model figures were prepared after carefully consulting several skilful accountants, and afterwards approved by highly competent judges, who also concurred in opinion that the style of figures adopted, should be *plain* and *unadorned*, so that mistakes may be avoided which sometimes involve important results. Habits of *precision* in the *Primary Schools* is absolutely essential to secure success in this respect, and which is especially necessary in a commercial metropolis. Of the book manual it may be observed, that however trifling its minute directions may appear to some minds, it will be found in experience, that books thus treated, may be made to last double the time they will do, under the usual mismanagement in schools. Nor is this attainment of a correct, graceful and easy mode of handling a book, the only benefit to be derived from it by the pupil. It is calculated to beget a love of *order* and *propriety*; more readily disposing such as use it, to adopt habits of generally doing things in a methodical and systematic manner, habits promotive of success in any course they may pursue.

In conclusion, I would with deference recommend that, whatever suggestive hints from reading or otherwise relating to methods of instruction, moral and physical training, &c., in

connection with the teacher's office and responsible trust, should be at least briefly common-placed for continual reference, and to remind of use. Such pains-taking teachers would soon find themselves amply repaid by an increased interest and experience in their vocation and an improving school. The habit has been one invaluable to myself.

S. W. SERON,  
Asst. Sup't.

December, 1856.

## STUDIES.

|                |                |             |
|----------------|----------------|-------------|
| Reading,       | Tables,        | Dictation,  |
| Punctuation,   | Arithmetic,    | Writing,    |
| Spelling,      | Common Things, | Drawing,    |
| Definition,    | Geometricals,  | Moral Code. |
| Roman Numbers, | Minerals,      |             |

## REQUISITES.

|                             |                                       |
|-----------------------------|---------------------------------------|
| Blank Books,                | Box of various objects—natural and    |
| Spelling and Reading Cards, | artificial, viz.: Cloth, Leather, Me- |
| Alphabetical Cards,         | tals, Wool, Cotton, &c., for teach-   |
| Capitals and small letters, | ing Common Things,                    |
| Geometrical Chart,          | Box of Geometrical Solids,            |
| Outline Drawing Book,       |                                       |

## ROCKS AND MINERALS, 27 SPECIMENS, VIZ.:

| <i>Granite Range.</i>  | <i>Lime-stone Range.</i> | <i>Volcanic.</i>      |
|------------------------|--------------------------|-----------------------|
| 1. Quartz,             | 11. Granular lime,       | 21. Lava,             |
| 2. Felspar,            | 12. Compact lime,        | 22. Pumice stone,     |
| 3. Mica,               | 13. Statuary marble,     |                       |
| 4. Granite,            | 14. Gypsum,              | <i>Miscellaneous.</i> |
| 5. Hornblend,          | 15. Hydraulic lime.      | 23. Coral,            |
| 6. Sienite,            | 16. Rhombic Spar,        | 24. Organic Remains,  |
| 7. Pudding stone,      |                          | 25. Iron ore,         |
| 8. Buhr stone,         | <i>Serpentine Range.</i> | 26. Anthracite coal,  |
| 9. Sand stone,         | 17. Serpentine,          | 27. Bituminous coal,  |
| 10. Crystal of quartz. | 18. Soap stone,          |                       |
|                        | 19. Talc,                |                       |
|                        | 20. Asbestos,            |                       |

\* Model Figures, see p. 66.

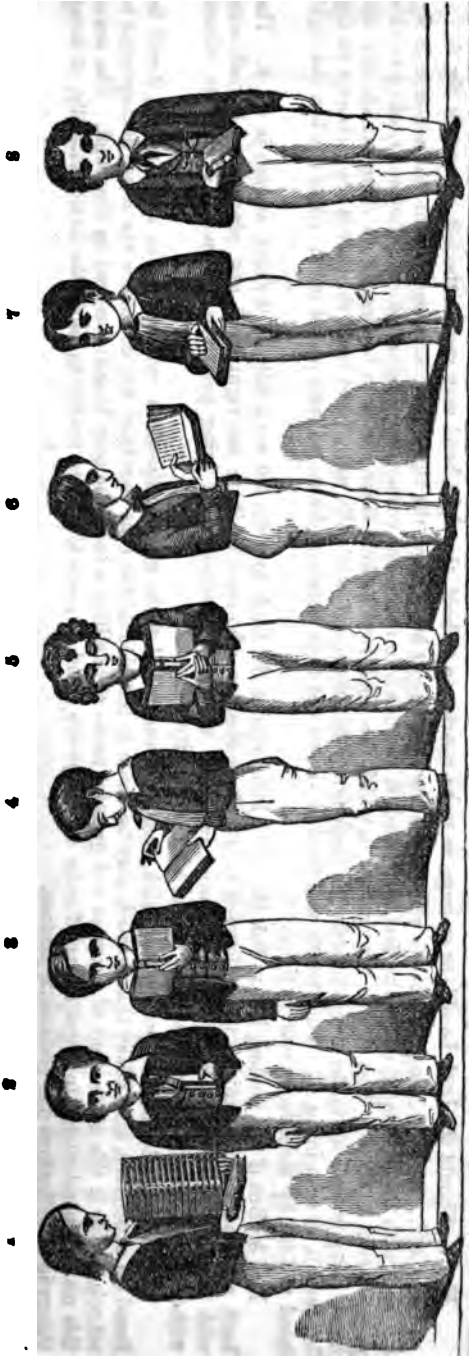
Numerical Frame, see p. 65.

A foot rule,

Syllabarium (spelling stick), with dissected letters (single letters on cards,) see p. 66.

5-inch globe,

Outline Maps, including large maps of Europe and the United States,  
Primer and other reading books,



### BOOK MANUAL.

THE pupil should stand erect,—his heels near together,—toes turned out,—and his eyes directed to the face of the person speaking to him.

Fig. 1. Represents the Book-Monitor with a pile of books across his left arm, with the backs from him, and with the top of the page to the right hand.

Fig. 2. The Book-Monitor, with the right hand, hands the book to the pupil; who receives it in his right hand with the back of the book to the left; and then passes it into the left hand, where it is held with the back upwards, and with the thumb extended at an angle of forty five degrees with the edge of the book, (as in fig. 2), until a further order is given.

**Fig. 3.** When the page is given out, the book is turned by the thumb on the side; and, while held with both hands, is turned with the back downwards, with the thumbs meeting across the leaves, at a point judged to be nearest the place to be found. On opening the book, the left hand slides down to the bottom, and thence to the middle, where the thumb and little finger are made to press on the two opposite pages. If the pupils should have thus lit upon the page sought for, he lets fall the right hand by the side, and his position is that of fig. 3.

**Fig. 4.** But, if he has opened short of the page required, the thumb of the right hand is to be placed near the upper corner of the page, as seen in fig. 4; while the forefinger lifts the leaves to bring into view the number of the page. If he finds he has not raised enough, the forefinger and thumb hold those already raised while the second finger lifts the leaves, and brings them within the grasp of the thumb and finger. When the page required is found, all the fingers are to be passed under the leaves, and the whole turned at once. Should the Pupil, on the contrary, have opened too far, and be obliged to turn back, he places the right thumb, in like manner, on the left hand page, and the leaves are lifted as before described.

**Fig. 5.** Should the book be old, or so large as to be wearisome to hold, the right hand may sustain the left, as seen in fig. 5.

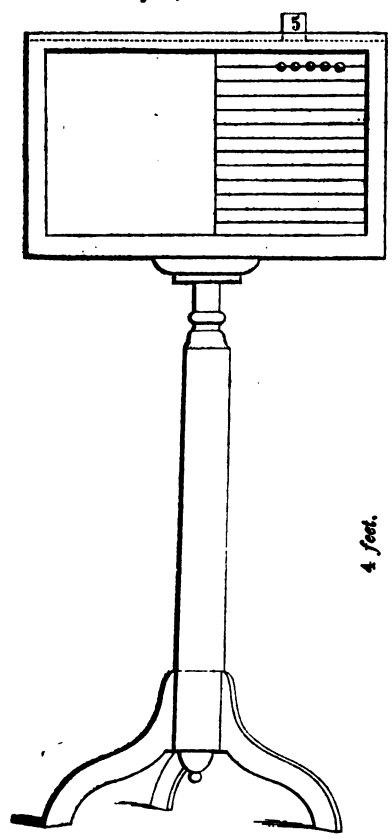
**Fig. 6, 7.** While reading, as the eye rises to the top of the right hand page, the right hand is brought to the position seen in fig. 4; and, with the forefinger under the leaf, the hand is slid down to the lower corner, and retained there during the reading of this page, as seen in fig. 6. This also is the position in which the book is to be held when about to be closed; in doing which, the left hand, being carried up to the side, supports the book firmly and unmoved, while the right hand turns the part it supports over on the left thumb, as seen in fig. 7. The thumb will then be drawn out from between the leaves, and placed on the cover; when the right hand will fall by the side, as seen in fig. 2.

**Fig. 8.** But if the reading has ended, the right hand retains the book, and the left hand falls by the side, as seen in fig. 8. The book will now be in a position to be handed to the Book-Monitor, who receives it in his right hand, and places it on his left arm, with the back towards the body; the books are now in the most suitable situation for being passed to the shelves or drawers, where, without being crowded, they should be placed with uniformity and care.

In conclusion, it may be proper to remark, that however trivial these minute directions may appear to some minds, it will be found on experience, that books thus treated, may be made to last double the time that they will do, under the usual management in schools. Nor is this attainment of a correct and graceful mode of handling a book the only benefit received by the pupil. The use of this manual is calculated to beget a love of *order* and *propriety*; and disposes him more readily to adopt the habit generally, of doing things in a methodical and systematic manner.



2 feet, 6 inches.



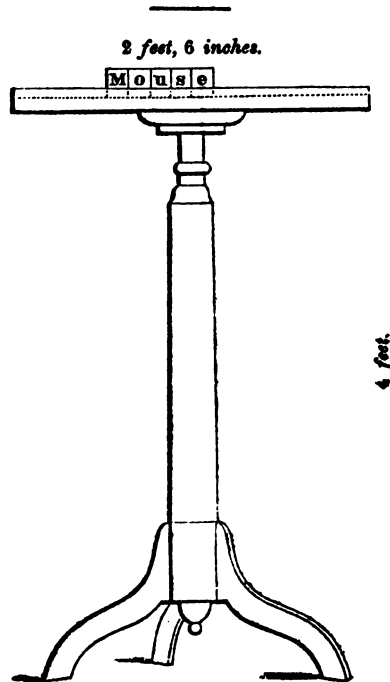
### THE ABACUS, OR NUMERICAL FRAME.

The numerical frame has twelve wires, and twelve balls on each wire. Its form should be oblong—one half being covered with a screen, to hide the balls not used in the illustrations given. The wires should be strong, and *equally* spaced, and the balls *oblong*, so that in illustrating square numbers, they may be moved out in form as *right angles*, and when consolidated, showing nine, sixteen, &c., as square to the eye. The dotted line represents a grove, in which to insert the card with the Arabic figures, for teaching them by presenting the balls on the wire beneath, and teaching enumeration with the figures by help of the balls. The letters used for Roman numerals are taught in the same way. To present the periodic places in enumeration, the balls should be three of a color, viz.: red, blue, yellow and white.

## FIGURES.

1 2 3 4 5 6 7 8 9 10 11 12

These model figures have been prepared, after carefully consulting several skilful accountants, and afterwards approved by highly competent judges, who also concurred in opinion that the style of figures adopted should be *plain* and unadorned, so that mistakes may be avoided, which sometimes involve important results. Habits of precision in the Primary Schools, will secure success in this respect, which is especially necessary in a commercial metropolis.



## THE SYLLABARIUM, OR SPELLING-STICK.

The dotted line represents a groove for inserting the single letters on cards. Each letter is named as put into the syllabarium, and the definition dictated, repeated, and the pupil interrogated, thus:

M-o-u s e, mouse, the smallest four-footed animal (quadruped).

The letters should be classed, vowels and consonants, so as to prevent delay in forming the word, and leave the more time to talk about it.

**REPORT**  
**OR**  
**NORMAL SCHOOLS.**



# REPORT.

TO THE BOARD OF EDUCATION :

The Executive Committee on Normal Schools beg leave to present this their Third Annual Report :

The number of pupils on register in the Schools, under the supervision of this Committee is as follows :

|                                     |     |
|-------------------------------------|-----|
| Male Normal School.....             | 63  |
| Female           "           .....  | 698 |
| Colored           "           ..... | 21  |
| <hr/>                               |     |
| Total .....                         | 782 |

The names and classification of the pupils will be found in Schedule A.

On the 30th of May last, the Board of Education adopted several additional rules and regulations for a Daily Normal School, which together with the by-laws relating to the same, previously adopted, will be found in Schedule C.

By a resolution of the Board the Committee were authorized to open the Female Department of the Daily Normal School on two afternoons in each week, for the registering, examination, classification and instruction of pupils ; also to admit such male pupils as desired to attend the Daily Normal School, to the sessions of the existing Male Normal School for teachers, and when the number of female pupils registered should be one hundred or more, and the number of male pupils, fifty or more, it was resolved that then the Daily Normal School be regularly organized.

Under the authority of this resolution the Committee proceeded to receive into the Male Normal School for teachers, persons desiring to become pupils of the Daily Normal School.

The number of those thus admitted, at present on register, is seventeen ; their names will be found in Schedule A.

The Committee proceeded to make arrangements, as authorized, to open the Female Department of the Daily Normal School upon the 1st of October last, but in consequence of the difficulty of deciding upon a suitable person to take charge of the department, together with an apparent deficiency in the School fund, to meet the expenditures of the year 1855, (the amount set apart for Normal School purposes being exhausted,) they delayed action in the premises, esteeming it expedient that the operations of the School should commence early in the coming year, when ample means would be provided for its support.

On the evening of the 19th of June, diplomas were presented to six graduates of the Male Normal School, and thirty-one graduates of the Female Normal School. The presentation was made in the Broadway Tabernacle, in the presence of a large concourse of spectators, who, notwithstanding very unfavorable weather, completely filled every part of that capacious building. The exercises of the evening consisted mainly of addresses by the male graduates, compositions by the female graduates, and music by the pupils of the Female Normal School. The names of the graduates will be found in Schedule B.

In their last Annual Report, the Committee expressed an opinion that many of the classes in the Female Normal School were too large for the proper instruction of the pupils. To obviate this difficulty, and to facilitate the promotions from class to class, a new arrangement has been made by which Class E has been extinguished by the promotion of all its members to Class D, and the school divided into four Classes, viz: A, B, C and D, and these classes again sub-divided as follows : Class A, into two, B into three, and C and D into five sections each. By keeping the sections of each class as far as practicable upon an equality in the advancement and character of their instruction, promotion may be made directly from class to class, without the necessity of passing over any intermediate steps. The sections are by this arrangement reduced in size to about forty members each, giving to the pupils the advantage of more particular instruction, and affording them an opportunity, by dili-

gent attention to their studies, of making more rapid progress through the course of study provided for the School.

The duty required from the Principal of the Female School, viz., the examination and classification of pupils, the distribution of supplies, receiving visitors, attending to the order and making the records of the institution, being greater than it was possible for one person well to perform, on the 21st of February last, Miss SUSAN WRIGHT was appointed Vice-Principal of this School. The increase of attendance at the Male Normal School requiring an additional teacher, Mr. WM. H. WOOD was, on the 5th of June last, transferred from the Female to the Male School. Within the year Miss CORNELIA HONEYWELL and Miss CHARLOTTE A. PURDY have resigned their positions as teachers in the Female School. To supply the vacancies created by these resignations, as also the places previously held by Mr. WOOD and Miss WRIGHT, and to provide such additional instruction as seemed to be necessary, Misses CLARA M. EDMONDS, ROSINA G. HARTMAN, MARGARETTA L. MARSTON, HENRIETTA DUTCH, and ANNIE BAMMAN, have, on recommendation of the Committee, been appointed teachers in this school.

The want of time which could be devoted by the Female School to instruction in vocal music, rendering it impracticable to pursue that branch of education, it has been deemed expedient to discontinue the arrangements for that purpose made at the close of the year 1854.

The Committee, during the past year, have held two examinations of the pupils of the Normal Schools, and have at each time taken note of the performance of between 700 and 800 persons who were presented for examination.

On the 30th of May last a rule was adopted by the Board of Education, raising the standard of qualification requisite to enable any person to obtain a license to teach in the Ward Schools of this city. The effect of this rule is to prevent any person obtaining a license who is not qualified to enter the Normal School as high at least as Class D. While this rule is adhered to, it is impossible that Class E can be recruited from new admissions, and as the Committee have assented to the promotion of all its former members, this Class has become extinct in the Male and Female Normal Schools. The Committee, from

their observation since the passage of this rule, cannot but regard it as productive of good results. As there is an abundant supply of teachers who can come up to the required standard, the rule presents no embarrassment in the appointments for the instruction of our Schools.

It is impossible for our teachers to possess too much knowledge and mental cultivation; though holding positions in our Schools where the higher branches of education are not directly called into requisition, yet, even for such positions, our teachers have need of much mental discipline, scholastic experience, and extended knowledge, to fit them properly to direct and develop the infant intellect to which it is their duty to give an early expanding impulse.

It is highly important that the certificate of the City Superintendent should not conflict with the classification of the Normal School. The classification of the pupils of the Normal Schools is made with great care by the teachers, and tested by an examination before the Committee, the records of which examination are filed away, and are always accessible to those desiring to know and entitled to be informed of the individual results. When the grading of the teachers and the observations of the Committee are at variance, a further inquiry is instituted, to the end that the difference may be reconciled. The Committee can devise no mode more likely to produce a correct and just conclusion.

An inconsistency of the grade of the Superintendent's certificate with the grade and position of the individual in the Normal Schools, is calculated to bewilder Trustees, create dissatisfaction among the teachers of our Ward Schools, and unsettle the system. An understanding should for the future be had between the Committee and the Superintendent, that their action may be made to harmonize. It is suggested that no person should receive a certificate of grade A until he or she shall have at least attained to class A in the Normal School, and have a respectable standing in that class.

The character of our school system has thus far been steadily progressive. Those who have for some years past been familiarly acquainted with its operations, discern a manifest improvement in the ability of our teachers and the quality of the



instruction in most of our schools. That which a few years ago was regarded as satisfactory, is at the present day hardly considered tolerable. While we are congratulating ourselves upon the advancement of the department committed to our care, let us be watchful, lest, while we relax our vigilance, it shall have reached its culminating point and commenced its decadence.

With the improving condition of our Ward Schools, with our present Normal School, and the Daily Normal School, should its operations proceed successfully, there can for the future exist no lack of accomplished teachers, and it is to be hoped that to no others will appointments be tendered.

The intelligence and moral worth of our teachers must ever be the true pride and glory of our system. One incompetent and unworthy teacher is a scandal to the whole corps, and a reproach to the appointing power whence his or her commission may have emanated. Our most strenuous efforts should be exerted to provide the means of superior education for our teachers, and every avenue should be closed to those unfit for the position. So long as the ability and moral character of our teachers is unquestioned, so long will our system stand firm, deeply rooted in the confidence and affection of the people.

NEW YORK, *December 31st*, 1855

|                 |                                                |
|-----------------|------------------------------------------------|
| WM. H. NEILSON, | } Executive Committee<br>on<br>Normal Schools. |
| JOHN DAVENPORT, |                                                |
| WM. HIBBARD,    |                                                |
| WM. S. SEE,     |                                                |
| AND. H. GREEN,  |                                                |
| B. R. WINTHROP, |                                                |

## Schedule A.

### *Catalogue of the Instructors and Pupils in the Normal Schools of the City of New York.*

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#### INSTRUCTORS.

##### FEMALE NORMAL SCHOOL

LEONARD HAZELTINE, Principal.

SUSAN WRIGHT, Vice Principal.

|                       |                        |
|-----------------------|------------------------|
| Henry Kiddle,         | Sarah A. Bunker,       |
| John H. Fanning,      | Jane Hinton,           |
| David B. Scott,       | Clara M. Edmonds,      |
| William Belden, Jr.   | Rosina G. Hartman,     |
| James H. Patridge,    | Henrietta Dutch,       |
| Thomas F. Harrison,   | Margaretta L. Marston, |
| Michael J. O'Donnell, | Annie Bamman,          |
| William Smeaton,      |                        |

##### MALE NORMAL SCHOOL

|                  |                   |
|------------------|-------------------|
| David Patterson, | William H. Reuck, |
|                  | William H. Wood.  |

##### COLORED NORMAL SCHOOL

John Peterson.

## PUPILS IN THE FEMALE NORMAL SCHOOL.

## CLASS A, FIRST DIVISION (41).

|                       |                       |
|-----------------------|-----------------------|
| Burr, Eliza H.        | Hollingshead, Frances |
| Clark, Julia S.       | Inness, Elizabeth F.  |
| Crane, Sarah E.       | Jacobus, Hannah       |
| Curry, Mary B.        | Jackson, Agnes        |
| Cassidy, Catharine    | Jenks, Mary E.        |
| Cornell, Margaret C.  | Kohler, Maria V.      |
| Cornell, Caroline B.  | Lennon, Mary J.       |
| Corwin, Sarah A.      | Lee, Maria S.         |
| Davis, Catharine      | Mahan, Helen J.       |
| Dunn, Anna M.         | Mayhew, G. Adaline    |
| Decker, Catharine. J. | McCrea, Lizzie K.     |
| Edmonds, Amanda       | McDaniels, Lucy E.    |
| Edmonds, Olivia S.    | McFarland, Martha     |
| Fagan, Catharine      | McKibbin, Madaline    |
| Forbes, Catharine     | Olson, Emeline        |
| Fisher, Sarah         | Tibbetts, Margaret W. |
| Greig, Jeanette       | Tharp, Elizabeth      |
| Gildersleeve, Mary J. | Veitch, Isabella      |
| Harden, Julia M.      | Winter, Mary L.       |
| Hinton, Mary E.       | Young, Janet          |
| Holbrook, Susan       |                       |

## CLASS A, SECOND DIVISION (33).

|                     |                        |
|---------------------|------------------------|
| Bell, Julia         | Hannah, Catharine      |
| Church, Caroline    | Kearney, Alicia        |
| Davis, Emma         | Kelly, Susan           |
| Devereux, Elizabeth | Lufberry, Charlotte M. |
| Eltinge, Elizabeth  | Mahoney, Anna          |
| Faulkner, Anna E.   | McGrath, Eliza.        |
| Feeks, Frances E.   | Monell, Lavinia        |
| Geer, Louisa        | Miller, Margaret       |
| Goodwin, Serena A.  | Mosher, Nancy          |
| Harriott, Elizabeth | Mosher, Louisa         |
| Higgins, Mary E.    | Pullis, Jane A.        |
| Hackett, Ellen M.   | Parr, Margaret J.      |
| Hunter, Helen B.    | Sill, Prudence         |

Sheldon, Josephine  
 Topping, Mary  
 Truss, Hannah  
 Thurton, Elizabeth

Veitch, Eliza  
 Van Zandt, Marie U.  
 Willis, Mary

CLASS B, FIRST DIVISION, (39).

Boole, Louisa  
 Bamman, Mary A.  
 Birch, Eliza J.  
 Blaisdell, Clara J.  
 Budd, Mary D.  
 Buxton, Kate  
 Cavannah, Kate H.  
 Cunningham, Jane E.  
 Clark, Mary J.  
 Dornan, Sarah J.  
 Dore, Elizabeth  
 Dyke, Eliza M.  
 Dornan, Margaret  
 Hallock, Amy  
 Hoyt, Mary  
 Hart, Elizabeth  
 Hazard, Anna M.  
 Huthwaite, Amanda  
 Hammond, Mary H.  
 Johnson, Mary J.

Kohler, Catharine  
 Knapp, Eliza K.  
 Mayhew, Phebe  
 M'Kinney, Emily T.  
 Miller, Mary H.  
 Magee, Eleanor  
 Nunns, Mary E.  
 O'Neil, Rose M.  
 Rockwell, Cordelia  
 Rice, Emily T.  
 Root, Clarissa  
 Scarlett, Frances  
 Sparling, Susan E.  
 Sloan, Susan E.  
 Taylor, Eleanor  
 Talbert, Mary  
 Trainor, Mary E.  
 Weeks, Deborah  
 Wood, Eliza

CLASS B, SECOND DIVISION, (45).

Acheson, Sarah A.  
 Adler, Sophia M.  
 Brack, Maria  
 Brick, Susan C.  
 Buckbee, Sarah J.  
 Brooks, Phebe E.  
 Bunker, Georgiana M.  
 Burgyes, Mary F.  
 Connor, Sarah F.  
 Connolly, Catharine C.  
 Cornell, Angelina

Conart, Catharine L.  
 Crowell, Mary  
 Connor, Catharine M.  
 De Baun, Amelia  
 Day, Sarah F.  
 Dunbar, Caroline A.  
 Fitz Berenice, J.  
 Gallagher, Mary J.  
 Ga Nun, Sarah A.  
 Garvie, Helen J.  
 Haynes, Mary A.

Iles, Isabella  
 Ingersoll, Sarah J.  
 Jasper, Maria  
 Johnson, Mary D.  
 Jollie, Jane  
 Knapp, Almira L.  
 Kennard, Mary C.  
 Kiersted, Guilietta  
 King, Mary A.  
 Lyon, Mary A.  
 Lowrie, Rebecca S.  
 Magilton, Margaret

Marston, Amanda  
 Norris, Amelia  
 Neville, Elvira E.  
 Pierce, Maria F.  
 Robertson, Jennette  
 Scudder, Emily  
 Smith, Ellen  
 Wells, Sarah  
 Walling, Mary A.  
 Wright, Abbe A.  
 Wilson, Jane S.

CLASS B, THIRD DIVISION, (44).

Amerman, Mary  
 Ahern, Ellen T.  
 Adee, Josephine  
 Beekman, Josephine A.  
 Board, Hetty L.  
 Birch, Caroline  
 Barnum, Margaret  
 Carroll, Mary E.  
 Coley, Sarah E.  
 Cook, Julia A.  
 Cunningham, Sarah E.  
 Cunningham, Marilla  
 Crocker, Elizabeth  
 Currier, Mary  
 Fleming, Jane A.  
 Forbes, Henrietta  
 George, Rebecca  
 Gregory, Helen C.  
 Graham, Emeline B.  
 Holmes, Mary M.  
 Hemphill, Sarah J.  
 Hindes, Harriet E.

Irvine, Eleanor D.  
 Irvine, Jane E.  
 Jackson, Sarah A.  
 Laws, Kate  
 McCartney, Agnes  
 McKuskor, Mary  
 Norris, Elizabeth C.  
 Parker, Christiana  
 Peck, Emily, J.  
 Pugsley, Maria  
 Raymond, Helena  
 Reeve, Sarah M.  
 Read, Dora H.  
 Searing, Josephine  
 Spader, Maria L.  
 Sharp, Eliza R.  
 Stainburn, Mary E.  
 St. John, Julia  
 Turner, Martha J.  
 Thompson, Helen  
 Worman, Clara  
 Whiteside, Rosina

CLASS C, FIRST DIVISION, (52).

Berrian, Sarah E.  
 Burr, Aletta

Barnes, Henrietta M.  
 Blair, Mary

Burger, Emma S.  
 Cook, Mary L.  
 Clark, Anna A.  
 Cooley, Albertine  
 De Long, Harriet  
 Delaney, Catharine  
 Davies, Cecelia B.  
 Degraw, Mary F.  
 Edison, Emilie  
 Edwards, Emily J.  
 Findley, M. Isadora  
 Flack, Lucretia V.  
 Fitzgibbon, Catharine M.  
 Farless, Adeline W.  
 Griffen, Martha  
 Gildersleeve, Mary  
 Holly, Ellen, F.  
 Hazeltine, Sarah H.  
 Horton, Susan  
 Kormorniskie, Phebe  
 Knight, Victoria J.  
 Moss, Ann E.  
 Murray, Frances B.  
 Montague, Sarah A.

Miller, Irene B.  
 Morrison, Josephine  
 O'Donnell, Agnes  
 O'Donnell, Annie  
 Pack, Anna E.  
 Palmer, Margaret H.  
 Pangborn, Lucy M.  
 Payne, Martha  
 Postley, Catharine M.  
 Powers, Elizabeth A.  
 Rhoades, Martha  
 Schreiner, Adelia  
 Smith, Frances E.  
 Saunders, Abby M.  
 Shields, Sarah L.  
 St. John, Elizabeth  
 Taft, Sarah M.  
 Tibbets, Ellen M.  
 Tanzer, Matilda  
 Wood, Julia A.  
 Watkins, Anna E.  
 Wooley, Mary E.  
 Yates, Jane M.  
 Young, Ellen U.

CLASS C, SECOND DIVISION (39).

Bird, Ellen M.  
 Budd, Eliza C.  
 Connelly, Helena  
 Davis, Mary J.  
 Donaldson, Mary J.  
 Graves, Mary Z.  
 Hoag, Sarah E.  
 Hoyt, Emily C.  
 Hulbert, Caroline A.  
 Hunt, Jane E.  
 Irwin, Josephine  
 Irwin, Harriet  
 Irwin, Marion K.

Kane, Catharine  
 Lawson, Stephania  
 Layton, Phebe Louisa  
 Marseilles, Marguerite  
 Marston, Kate A.  
 Mather, Margaret A.  
 Miller, Martha B.  
 Mills, Mary A.  
 Molleson, Mary F.  
 O'Leary, Mary J.  
 Ringwood, Catharine E.  
 Robinson, Lucretia A.  
 Rogers, Josephine

Rogers, Kate  
 Roome, Martinje B.  
 Rose, Harriet J.  
 Scanlan, Elizabeth  
 Scudder, Eliza B.  
 Seaman, Martha J.  
 Smith, Sarah

Updike, Maria J.  
 Van Nostrand Agnes  
 Wakefield, Caroline E.  
 Walsh, S. Victoria  
 Williamson, Belinda  
 Wixon, Sarah F.

CLASS C, THIRD DIVISION, (59.)

Agar, Laura E.  
 Butts, Amy B.  
 Bossuet, Elizabeth A.  
 Bishop, Mary E.  
 Buschman, Louisa M. E.  
 Birdsall, Esther  
 Craw, Anna M.  
 Culver, Ellen  
 Crothers, Mary A.  
 Cornell, Florinda  
 Doyle, Margaret E.  
 Dugan, Georgianna  
 Danley, Almira J.  
 Dolmage, Isabella  
 Egbert, Marietta  
 Ewbank, Fanny S.  
 Felt, Margaret  
 Fisher, Julia F.  
 Fairfield, Emma E.  
 Finley, Georgianna  
 Gordon, Mary  
 Green, Mary J.  
 Hart, Annie  
 Hobby, Louisa J.  
 Harrison, Bridget M.  
 Hume, Josephine M.  
 Hamilton, Mary A. T.  
 Hopkins, Kate  
 Hartman, Clarissa E.  
 Kelly, Annie

Kennelieu, M. Kate  
 Lawrence, Margaret A. T.  
 Michaels, Sarah E.  
 Martin, Maria E.  
 Mullan, Rosanna  
 Moss, Caroline A.  
 Montgomery, Mary  
 Meginley, Frances H. P.  
 McCoy, Mary J.  
 McGrigor, Jessie  
 Oelzner, Mary J.  
 Orr, Josephine F.  
 O'Connell, Lucy M.  
 Perham, Phebe  
 Platt, Hester C.  
 Rhoades, Mary E.  
 Robinson, Mary Ida  
 Reeves, Sarah A.  
 Reed, Catharine M.  
 Riley, Eliza  
 Raywood, Sarah E.  
 Slater, Rebecca  
 Stuyvesant, Josephine E.  
 Smith, Lois A.  
 Van Cott, Isabella V.  
 Wright, Elizabeth B.  
 Wheeler, Hannah M.  
 Wilson, Sarah C.  
 Youngs, Harriet A.

## CLASS C, FOURTH DIVISION, (57.)

|                       |                        |
|-----------------------|------------------------|
| Allen, Caroline A.    | Hickock, Mary          |
| Allen, Almira S.      | Holly, Marion W.       |
| Ackerman, Maria       | Hart, Parmelia         |
| Blackburn, Sarah L.   | Hayes, Frances A.      |
| Bertine, Sarah E.     | Ingersoll, Mary E.     |
| Budd, Harriet         | Jones, Sarah E.        |
| Brush, Anna E.        | Knox, Rachel           |
| Bodine, Sarah         | Keeler, Harriet        |
| Canfield, Caroline    | Leuba, Mary A.         |
| Conrey, Harriet M.    | Lockwood, Delia        |
| Conklin, Phebe        | Lake, Sarah R. M.      |
| Cole, Louisa          | Moriarty, Catharine    |
| Donaldson, Harriet A. | Moore, Sarah           |
| Fick, Mary            | McCauley, Susan        |
| Ferguson, Henrietta   | McDougal, Elizabeth    |
| Fitch, Emma           | McKuskor, Sarah E.     |
| Famariss, Rosa        | Newman, Mary E.        |
| Fisk, Henrietta       | Probst, Caroline       |
| Field, Arabella       | Phelan, Mary           |
| Green, Julia          | Ryan, Catharine        |
| Garthwaite, Jane      | Smith, Elizabeth A.    |
| Graham, Frances J.    | Simmons, Emily B.      |
| Griffen, Rachel A.    | Schreiner, Anna M.     |
| Hart, Cornelia        | Tompkins, Hannah M.    |
| Houseworth, Mary J.   | Van Boskerck, Annie E. |
| Holton, Matilda       | Wixon, Anastasia       |
| Hardy, Adelaide       | Winchell, Ellen        |
| Hall, Julia V.        | Williams, Harriet F.   |
| Heybeck, Sarah E.     |                        |

## CLASS C, FIFTH DIVISION, (53.)

|                      |                      |
|----------------------|----------------------|
| Anderson, Adeline D. | Cole, Sarah A.       |
| Anderson, Mary J.    | Coleman, Fanny H.    |
| Ball, Sarah A.       | Coleman, Caroline S. |
| Bailey, Phebe T.     | Clark, Mary H.       |
| Crane, Sarah J.      | Daly, Ellen P.       |
| Caldwell, Jane       | Fairchild, Mary J.   |



Foshour, Bridget  
 Gordon, Sarah M.  
 George, Sarah M.  
 House, Amanda  
 Hunt, Elizabeth A.  
 Hubie, Sarah C.  
 Hopper, Mary  
 Hutchings, Harriet A.  
 Hutchinson, Mary E.  
 Harriott, Georgiana  
 Hunter, Mary J.  
 Ingersoll, Louise  
 Loss, Augusta  
 Marshall, Mary E.  
 Moulton, Lydia B.  
 Messenger, Sarah  
 Miller, Charlotte F.  
 McCaffrey, Margaret A.  
 McLean, Lizzie  
 McLuskey, Jeannette  
 McNespice, Jane

Northrip, Mary E.  
 Nicholson, Elsie J.  
 Ostrander, Josephine  
 Payne, Sarah L.  
 Pearne, Adaline  
 Palmer, Clementina  
 Raiman, Maria L.  
 Sims, Kate L.  
 Scofield, Margaret A.  
 Stephens, Frances A.  
 Smith, Emma C.  
 Thomas, Jane  
 Tompkins, Mary H.  
 Updike, Mary A.  
 Vanderbilt, Sarah A.  
 Voorhees, Emeline  
 Webb, Ella  
 Wilson, Elizabeth D.  
 Willmott, Charlotte A.  
 Warts, Jane E.

CLASS D, FIRST DIVISION, (54.)

Albertson, Catharine  
 Ackerman, Maria L.  
 Ahrens, Clara  
 Bartley, Alice  
 Baker, Annie  
 Burnett, Catharine S.  
 Bisco, Deborah  
 Brown, Annie  
 Banta, Mary C.  
 Boak, Margaret  
 Beale, Elizabeth  
 Brueninghausen, Fanny  
 Connett, Maria L.  
 Comstock, Ellen T.  
 Cole, Emma M.  
 Crist, Sarah M.  
 Dearden, Anna

Doak, Martha  
 Darlington, Anna  
 Emmerson, Sarah  
 Frazer, Mary M.  
 Gordon, Catharine  
 Hopper, Sarah  
 Harriott, Mary E.  
 Hollister, Annie  
 Hill, Jane M.  
 Ideson, Eliza  
 Knight, Julia M.  
 Kenny, Kate  
 Lockwood, Harriet  
 Merritt, Mary A.  
 Murray, Annie M.  
 Moore, Anna E.  
 Michaels, Olivia

Morgan, Catharine  
 Morgan, Charlotte  
 Meredith, Charlotte S.  
 Morehead, Sarah E.  
 Noe, Esther E. ✓  
 Parmenter, Helena  
 Peters, Louisa J.  
 Pond, Julia A.  
 Quinn, Sarah C.  
 Renville, Mary

Riley, Mary A.  
 Simonson, Sarah E.  
 Soulard, Mary  
 Sleight, Elizabeth  
 Skiffington, Mary M.  
 Warren, Regina  
 Wicks, Emma  
 Wilson, Annie R.  
 Wilson, Elizabeth  
 Williams, Catharine M.

## CLASS D, SECOND DIVISION, (55.)

Baird, Jane  
 Blanchard, Elizabeth  
 Baldwin, Sarah B.  
 Crapser, Victorine  
 Connelly, Mary J.  
 Dougherty, Mary  
 Dyer, Eliza  
 Eddy, Hannah J.  
 Eppes, Mary C.  
 Egbert, Kate  
 Edmonds, Emily J.  
 Ewart, Harriet  
 Farrell, Morgiana  
 Grafton, Emily  
 Graham, Victoria  
 Gallagher, Catherine  
 Gardner, Mary  
 Hannah, Mary A.  
 Hiltman, Rebecca  
 Howe, Harriet  
 Hawley, Harriet  
 Horton, Charlotte T.  
 Hepburn, Mary C.  
 Hulen, Victoria  
 Huff, Sarah D.  
 Inslee, Mary E.  
 Kitchell, Emma  
 Linebeck, Amelia

Leggett, Anna M.  
 Landon, Josephine  
 Lang, Amelia  
 Myers, Elizabeth  
 Miles, Anna  
 May, Lizzie  
 McMann, Emma  
 O'Brien, Helen  
 Palmer, Emma  
 Rockfellow, Amelia  
 Requa, Fanny  
 Stopp, Matilda  
 Scarlett, Julia  
 Smith, Catherine  
 Smith, Mary Jane  
 Sayre, Clarissa  
 Smith, Martha A.  
 Skillman, Helen  
 Tooker, Lucretia  
 Toole, Joanna  
 Tuthill, Mary  
 Tappen, Hannah  
 Vandervoort, Mary  
 Wright, Maria J.  
 Webb, Rebecca  
 White, Jane  
 Young, Mary

## CLASS D, THIRD DIVISION, (38.)

|                     |                      |
|---------------------|----------------------|
| Anderson, Eliza     | Irving, Amanda       |
| Brennon, Martha     | Ingraham, Sarah      |
| Barrenpohl, Maria   | Ketchum, Mary        |
| Brower, Anna E.     | Linebeck, Anna       |
| Carman, Elizabeth   | Miller, Mary E.      |
| Callender, Sarah J. | Mulrooney, Catharine |
| Caldwell, Martha    | McVey, Susan         |
| Colson, Mary A.     | McCallum, Emily      |
| Cassidy, Letitia    | McConnellogue, Susan |
| Cavanagh, Emma      | O'Donnell, Ann C.    |
| Dealing, Charity    | Place, Sarah E.      |
| Dugan, Georgianna   | Potter, Ulietta      |
| Dickinson, Isabella | Robinson, Mary O.    |
| Everett, Cordelia   | Stratton, Elvira W.  |
| Faye, Elizabeth     | Squires, Mary E.     |
| Finch, Tryphena     | Smith, Mary J.       |
| Freeman, Emma       | Van Vorst, Anna E.   |
| Grey, Phebe         | Venn, Mary J.        |
| Hibbard, Catharine  | Weeks, Josephine     |

## CLASS D, FOURTH DIVISION, (38.)

|                     |                     |
|---------------------|---------------------|
| Ammerman, Helen     | Green, Mary J.      |
| Baker, Caroline A.  | Green, Eugenia      |
| Beebe, Ellen        | Goodenough, Emma    |
| Belknap, Emogen     | Goodwin, Anna       |
| Brown, Susan        | Goodwin, Mary F.    |
| Bergen, Margaret    | Hopkins, Susan F.   |
| Battle, Elizabeth   | Hays, Anna L.       |
| Beatty, Eliza J.    | Hackett, Catharine  |
| Bell, Mary          | Jewesson, Isabella  |
| Condon, Isabella    | Melich, Susan       |
| Canary, Margaret    | Mulvey, Anna M.     |
| Clark, Catharine T. | Mitchell, Catharine |
| Cronin, Eliza       | Moore, Mary E.      |
| Dickson, Doretha    | Pettit, Emeline     |
| Evans, Eliza J.     | Perkins, Adelia M.  |
| Finnegan, Mary      | Sommerson, Jane     |

Totten, Marion  
 Vinton, Fanny C.  
 Wilson, Elizabeth

White, Margaret G.  
 Warren, Anna E.  
 Wasson, Elizabeth J.

CLASS D, FIFTH DIVISION, (51.)

Brown, Harriet  
 Buckbee, Catharine  
 Burnett, Amanda  
 Birmingham, Susan  
 Connelly, Jane  
 Cronly, Rose  
 Cook, Sarah J.  
 Disbrow, Emily  
 Duffy, Elizabeth  
 Ewart, Elizabeth H.  
 Freeman, Eliza  
 Geary, Eleanor  
 Gellen, Barbara  
 Hall, Sarah C.  
 Hammond, Mary E.  
 Hatch, Julia M.  
 Hanaway, Emily S.  
 Hoffmire, Sarah  
 Ketchum, Anna  
 Lancaster, Joanna  
 Lewis, Elizabeth  
 Loss, Pauline  
 Martin, Rose  
 McGrath, Margaret  
 McGuire, Virginia  
 McLochlin, Eliza

Messenger, Joanna E.  
 Murphy, Mary E.  
 Myers, Angelina P.  
 Park, Elizabeth  
 Patterson, Rebecca  
 Perham, Mary  
 Riker, Ruth A.  
 Shannon, Louisa  
 Shields, Margaret  
 Skidmore, Emma  
 Smith, Margaret A.  
 Smith, Almira  
 Smith, Olive  
 Snyder, Isabella H.  
 Sutton, Adeline  
 Traphagan, Ellen G.  
 Thorne, Frances  
 Turner, Anna  
 Van Riper, Anna M.  
 Walters, Phebe A.  
 Walters, Henrietta  
 Watson, Harriet T.  
 Williams, Sarah M.  
 Wilson, Margaret  
 Yergason, Caroline V.

## PUPILS IN THE MALE NORMAL SCHOOL.

## CLASS A, (17.)

|                     |                     |
|---------------------|---------------------|
| George Wicks,       | Hugh O'Niel,        |
| Patrick Leamy,      | Lewis Kolb,         |
| Thomas Moore,       | Moulton Emery,      |
| Frederick Campbell, | George W. Albro,    |
| James Leonard,      | Ezra Beach,         |
| William Carlisle,   | Jarvis Jennings,    |
| William Owen,       | William G. Raywood, |
| Thomas Sandford,    | William Fleming.    |
| George Moore,       |                     |

## CLASS B, (11.)

|                       |                   |
|-----------------------|-------------------|
| George A. Leonard,    | James Graff,      |
| Elbert A. Young,      | Alexander Oliver, |
| Thomas Gibbons,       | Henry W. Smith,   |
| James Treanor,        | Joseph H. Wiley,  |
| Marcus Burr,          | John Slevin.      |
| Chas. De B. Simonton, |                   |

## CLASS C, (10.)

|                    |                      |
|--------------------|----------------------|
| Henry McCartin,    | Mason Fuller,        |
| James P. McIvor,   | Jacob Vredenburgh,   |
| Abraham Van Riper, | Benj. Y. Concklin,   |
| William Berry,     | Henry C. Litchfield, |
| William D. Heyer,  | Thomas Cody.         |

## CLASS D, (25.)

|                   |                     |
|-------------------|---------------------|
| William McCooles, | Thomas Burr,        |
| Oscar Hinchman,   | Charles P. Jackson, |
| Augustus Sage,    | Alexander Myers,    |
| Frederick James,  | Joseph Leonard,     |
| John C. Devoy,    | Robt. B. Hallock,   |
| James Toal,       | Edwin F. Hyatt,     |
| Galen Thatcher,   | Charles J. Knapp,   |

George E. Whitten,  
James R. Pettigrew,  
George L. Burr,  
George A. Hall,  
William Stewart,  
Charles F. Hartman,

Alexander M. Davis,  
Harvey Stiles,  
John White,  
Henry S. Drury.  
Jacob Kirkner,

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PUPILS IN THE COLORED NORMAL SCHOOL.

CLASS B, (1.)

Elizabeth Jennings.

CLASS C, (3.)

Albert J. Ewell,  
Peter S. Ewell,

Peter H. Loveridge.

CLASS D, (5.)

Caroline Hamilton,  
Charlotte Smith,  
Elizabeth Spencer,

Ellen L. Tredwell,  
Mary A. Griffin,

CLASS E, (12.)

John R. Porter,  
Wright Seaman,  
Harriet Anderson,  
Catharine E. Thompson,  
Catharine Harley,  
Belinda Duval,

Mary E. Tilghman,  
Mary F. Allen,  
Margaret Roach,  
Sarah A. Hamilton,  
Patience Wise,  
Jane B. Walker.

## SUMMARY.

INSTRUCTORS IN THE NORMAL SCHOOLS ..... 21

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PUPILS ..... 782

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## FEMALE NORMAL SCHOOL.

|                             |           |
|-----------------------------|-----------|
| Class A, 1st Division ..... | 41        |
| “ A, 2d “ .....             | 33        |
| “ B, 1st “ .....            | 39        |
| “ B, 2d “ .....             | 45        |
| “ B, 3d “ .....             | 44        |
| “ C, 1st “ .....            | 52        |
| “ C, 2d “ .....             | 39        |
| “ C, 3d “ .....             | 59        |
| “ C, 4th “ .....            | 57        |
| “ C, 5th “ .....            | 53        |
| “ D, 1st “ .....            | 54        |
| “ D, 2d “ .....             | 55        |
| “ D, 3d “ .....             | 38        |
| “ D, 4th “ .....            | 38        |
| “ D, 5th “ .....            | 51        |
|                             | <hr/> 698 |

Number on register at the beginning of the year.....648

Admitted during the year .....167

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815

Discharged, including 31 graduates .....117

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Leaving on register December 31, 1855..... 698

## MALE NORMAL SCHOOL.

|                                                       |       |    |
|-------------------------------------------------------|-------|----|
| Class A .....                                         | 17    |    |
| “ B .....                                             | 11    |    |
| “ C .....                                             | 10    |    |
| “ D .....                                             | 25    |    |
|                                                       | <hr/> | 63 |
| Number on register at the beginning of the year ..... | 43    |    |
| Admitted during the year .....                        | 34    |    |
|                                                       | <hr/> | 77 |
| Discharged, including 6 graduates.....                | 14    |    |
|                                                       | <hr/> |    |
| Leaving on register December 31, 1855 .....           |       | 63 |

## COLORED NORMAL SCHOOL.

|                                                       |       |    |
|-------------------------------------------------------|-------|----|
| Class B .....                                         | 1     |    |
| “ C .....                                             | 3     |    |
| “ D .....                                             | 5     |    |
| “ E .....                                             | 12    |    |
|                                                       | <hr/> | 21 |
| Number on register at the beginning of the year ..... | 20    |    |
| Admitted during the year .....                        | 5     |    |
|                                                       | <hr/> | 25 |
| Discharged.....                                       | 4     |    |
|                                                       | <hr/> |    |
| Leaving on register December 31, 1855 .....           |       | 21 |



## Schedule B.

*Graduates of the Normal Schools, June 19, 1855.*

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### MALE NORMAL SCHOOL.

|                     |                        |
|---------------------|------------------------|
| Jacob Fehrman,      | Charles W. Morse,      |
| George W. Harrison, | Sylvester G. Penfield, |
| William J. Kennard, | George W. Stewart.     |

### FEMALE NORMAL SCHOOL.

|                       |                        |
|-----------------------|------------------------|
| Caroline H. Appleton, | Laura E. Leal,         |
| Josephine Bailey,     | Sarah A. Love,         |
| Louisa Barton,        | Agnes McFarland,       |
| Mary E. Clark,        | M. Louisa Macfarlane,  |
| Eleanor M. Cronin,    | Mary J. Mead,          |
| A. Augusta Dayton,    | Helen G. Morgan,       |
| Mary E. Flannagan,    | Margaret F. Maguire,   |
| Charlotte F. Glover,  | Sarah F. Miller,       |
| Frances A. E. Gutch,  | Isabel Oakley,         |
| Phebe A. Hope,        | Mary Scolari,          |
| Eliza A. Hannon,      | Augusta A. Scofield,   |
| Mary Houseworth,      | Sarah Stewart,         |
| Nancy E. Hoyt,        | Charlotte M. Shafford, |
| Henrietta Hull,       | Emma M. Sweeney,       |
| Elizabeth F. King,    | Esther E. Thompson.    |
| Mary J. King,         |                        |

## **Schedule C.**

### **BY-LAWS**

#### **FOR THE GOVERNMENT OF THE DAILY NORMAL SCHOOL.**

§ 1. A Normal School for the education and training of those who are desirous of adopting the profession of teacher shall be held in the rooms of the building corner of Grand and Elm streets, to be designated for such purpose, on the usual school days, which shall be under the management of the Executive Committee on Normal Schools, under the direction of the Board of Education.

§ 2. A Principal, and as many assistants as may be necessary, shall be appointed by the Board of Education, to hold office during its pleasure, at salaries to be prescribed by the Board.

§ 3. The course of studies, discipline, and classes shall be the same as in the present Normal School, with such additions and modifications as shall from time to time be made.

§ 4. All persons, resident of the city of New York, of the age of 14 years and upwards if females, and 16 years and upwards if males, shall be admitted to the Day Normal School, if qualified, on subscribing a declaration that it is their intention, in good faith, to pursue the profession of teacher, after graduating, in the Common Schools of the city of New York.

§ 5. The qualifications required, shall be good moral character, sufficient physical competency to be able to teach, and ability to pass a good examination in such studies as are required for entering the Free Academy.

§ 6. Lectures on the art of teaching shall be delivered under the direction of the Executive Committee.

§ 7. The Sessions of the Female Department of said School shall be held from 9 o'clock A. M., to 1 o'clock P. M., and of the Male Department from 4 to 7 o'clock P. M.

§ 8. The first Term of the School shall commence on the first Monday in September, and continue till the second Friday

in February. The second Term shall commence on the Monday succeeding the second Friday in February, and continue till the last Friday in July. A full course shall consist of four terms.

§ 9. Holidays shall be the same as prescribed by the Board of Education for the Ward Schools.

§ 10. Candidates for admission shall present themselves on Monday in each week during the School terms, at 8½ o'clock A. M., at which time the Principal of the School shall be present, to examine and classify them. No pupil shall be admitted by the Principal until authority for so doing is obtained from the Executive Committee on Normal Schools, to whom applications for admission shall be first addressed.

Pupils, upon being admitted, shall subscribe the following declaration :—

I, the subscriber, hereby declare that it is my intention to devote myself to the business of teaching in Common Schools, and that my object in resorting to this Normal School, is the better to prepare myself for this important duty, and I furthermore declare that I intend, in good faith, to continue in the School for at least two consecutive terms, or until honorably discharged by the Executive Committee on Normal Schools, and pledge myself to submit to all the rules and regulations prescribed for the government of the Schools.

§ 11. As none shall continue to be pupils of the School who are insubordinate, or in any way manifest a departure from strict propriety of deportment, no other mode of enforcing order or the rules of the School shall be resorted to, than the suspension or dismissal of offenders, such suspension or dismissal to be determined upon by the Committee on Normal Schools.

§ 12. The Executive Committee on Normal Schools shall be empowered to vary the course of studies, and to pass such further rules and regulations for the internal government and management of the School, as they shall from time to time deem necessary.

§ 13. No person shall hereafter receive a license from the City Superintendent, or be employed as a teacher in any of our Ward Schools, until he or she shall have passed a good examination in English Grammar, Arithmetic, Reading, Geography, History of the United States, Astronomy, and Algebra so far as Simple

Equations inclusive. This By-Law shall not operate so as to affect the positions of teachers at present holding appointments.

RESOLUTION, ADOPTED MAY 30, 1855.

*Resolved*, That the Executive Committee on Normal Schools proceed forthwith to open the Female Department of the Daily Normal School upon the afternoons of Monday and Thursday in each week, for the registry, examination, classification and instruction of pupils, and that the male pupils at present attend, for the same purpose, the sessions of the Male Normal School for teachers; and that when the number of female pupils on register and in attendance, shall be 100 or more, the Female Department of the Daily Normal School shall be regularly organized, and when the number of the male pupils on register or in attendance shall be 50 or more, then the Male Department of said Normal School shall be likewise regularly organized, according to the By-Laws, Rules and Regulations of this Board.

## Schedule D.

*Showing the amount paid for the various expenses of the Normal Schools from  
January 1st to December 31st, 1855.*

NORMAL SCHOOLS in account with the

CITY CHAMBERLAIN.

Dr.

|                                                 |          |            |
|-------------------------------------------------|----------|------------|
| To Balance, January 1, 1855.....                | \$624 99 |            |
| " Appropriations by the Board of Education..... | 6,000 00 | \$6,624 99 |

Cr.

By amount paid—

|                                               |            |          |
|-----------------------------------------------|------------|----------|
| For Teachers' Salaries .....                  | \$4,941 40 |          |
| " Printing.....                               | 250 00     |          |
| " Engraving Plate and Printing Diplomas ..... | 334 00     |          |
| " Expenses of Exhibiton .....                 | 130 13     |          |
| " Desks and Chairs.....                       | 346 50     |          |
| " Incidental Expenses .....                   | 37 18      | 6,039 21 |
| Balance .....                                 |            | \$585 78 |

Value of Books and Supplies received from the Depository..... \$1,521 71

Current Expenses, as above ..... 6,039 21

Total..... \$7,560 92

~~39~~ The sessions of the Normal Schools being held in the Hall of the Board of Education, the expenses of Fuel, Stoves, Janitor, Cleaning, &c., are charged to the account of that building, and do not appear in this statement.



**REPORT**

**ON**

**EVENING SCHOOLS**





# REPORT.

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TO THE BOARD OF EDUCATION :—

Under and in pursuance of Section 5, Article XXI, of the By-Laws of this Board, the EXECUTIVE COMMITTEE ON EVENING SCHOOLS, respectfully

## REPORT :

That the branch of public instruction confided to their care during the year 1855, has had a vigorous and prosperous growth. No remarkable events are to be noted except those which demonstrate the increasing efficiency of the system, and the high estimation in which it is held by pupils and the public. Good order has everywhere prevailed—able instruction has been given, the scope of which has embraced more subjects than heretofore—and among teachers and the taught has generally existed an unenvious emulation in their respective duties, which has resulted in unexpected and unexampled improvement. The number of schools and of scholars has been larger than ever before—instruction extended beyond a primary education, and new advantages proffered to such as would avail themselves of this generous public privilege.

A Free Evening School is so essentially different from other Educational establishments, that a correct notion of its operations and results can scarcely be obtained without personal observation extended to an intimate acquaintance. Father and son are taught in the same class room; mother and

daughter receive instruction from the same teacher—the old, the middle-aged, youths and children are brought together for moral and intellectual culture, in a way which nowhere else prevails.

Minds, to which for years all books were sealed, here first become acquainted with the means to possess their contents. Hands, that have daily wrought with the sledge-hammer, the trowel, or the jack-plane, are taught the use of the pen. Those, too, who come among us ignorant of our language, here learn its correct use and pronunciation. Almost every kind of employment in our city is represented, and every variety of culture, from total ignorance of the alphabet to a so-called good common school education, is found to exist among those who make up the seekers after learning in an Evening School. This result is obtained too with little if any jealousy or prejudice existing between the classes, on account of difference in age and acquirement.

As a free people, we have affirmed the right to equality in political privileges. It is no less the duty of civilization to establish the way to knowledge upon a moral basis, and to see that it is filled with earnest pursuers after truth. The Evening School is one of the best means yet known to reach those who, without it, would scarcely ever be taught the first rudiments of mental discipline. It is believed to be a reasonable estimate, when we assert, that seven-tenths of those who attend our Ward Schools would without them get *some* school education; while on the other hand, of all who now attend the Evening Schools, not three-tenths would under any circumstances have such privileges.

These Schools are provided "for those whose ages or avocations are such as to prevent their attending the Day Schools established by law," and it is no less gratifying to observe the avidity with which such seek their aid, than to witness the great improvement in mind, manners, and morals, which has invariably supported the wisdom of their inception. Care has been taken to make them attractive to adults, and the marked success with which such efforts have been attended,

is shown by the steady increase in the numbers of this class. In almost every school, the attendance of those over the age of twenty-one years, is greater than ever before, and the observations of your Committee, as well as the reports of Instructors, testify to the fact, that no classes are more attentive, obedient and improving.

It needs no argument to satisfy this Board, of the utility of these Schools; nor does it to satisfy that portion of the public which has become in the least acquainted with their influences and results. It has been the object of your Committee to bring to the knowledge of employers and others, who might have a direct influence upon the minds of those who were the proper subjects for Evening School education, the importance of aiding on this good work, by such advice as may by them be so easily given to thousands, who scarcely knew of the existence of this Institution; or, knowing it, are heedless of its intellectual wealth so cheaply gathered. The means heretofore employed to advertise the existence and objects of the Evening School, have not been valueless, but your Committee begs to urge upon the consideration of the Board and of their successors in office, their belief, that great advantage would be derived from the employment of a competent person, to whom should be assigned the special duty of visiting the workshops of our city, and urging upon their occupants, the moral and social blessings to be derived from intellectual improvement, and upon employers, their duty to aid by their influence in adding as well to intellectual as to physical wealth. Such an officer, engaged for a time, commencing three or four weeks prior to the opening of the second session, and faithfully performing his engagements, would, as your Committee believe, increase the attendance to an extent far beyond any mode of advertising heretofore in use. The expense of such employment, even if continued during the entire sessions of the School, would scarcely exceed a principal's salary, and might perhaps with safety be deducted from the sum now annually paid for advertising and printing, and leave a balance sufficient for those purposes.

It is neither the duty nor the desire of the Committee to portray the benefits of mind-culture. The general intelligence of the community, and the civilization of to-day, comprehends and acknowledges them. But we cannot but understand the fact, that of the numbers of beings making up that community, far too many in our city are without the sphere of ennobling influences, and are directly within those which blunt moral susceptibility, disfigure social life, and paralyze intelligent action. The waste places of earth are made to blossom, and those which were only hurtful to man become the sources of blessing. The like is true of mankind. Energies which, directed by base passions, are a terror in their exercise, may be rightly guided by knowledge, and governed by moral truth. It is the duty of philanthropy to devote itself to the work of human improvement, and it is ours to use wisely and economically, such means as have been entrusted to us by society to accomplish this design. As there is no known limit to man's capacity for advancement, so there can be no point beyond which the means employed to improve it may not be enlarged. The Committee, however, do not indulge in any extravagant notions in respect to immediate action, either for good to be done or in the pecuniary cost of doing it. They only intend to suggest that good has been done, and that more may be by a judicious continuance and support of our present system of Evening Schools. These have increased from six in 1847, to twenty-nine in 1855, with an increase in the number of pupils registered, from *three thousand two hundred and twenty-four* to *twelve thousand six hundred and sixty-four*. The increase in average attendance is in a much larger ratio, showing that these schools are gaining in favor with those for whose benefit they are maintained.

Those who have preceded us in the executive management of these schools have presented to this Board from time to time, able reports showing what has been accomplished by their agency. We have only to add to their testimony by saying, that, during the current year the vigor of former growth

has been fully maintained, and the reach of influence broadly extended.

Your Committee found, on assuming office in January last, twenty-seven schools fully and well organized by our immediate predecessors, and these had then commenced the first term of nine weeks, ending March 2d, 1855. The Committee directly began the labor of visiting them, and continued so to do until all had been thoroughly examined once, and in several instances twice. The visitation of individual members of the Committee was much more frequent in their respective districts, and, in most instances, the conclusions arrived at were of the most pleasing character in respect to the ability and faithfulness of teachers, and the diligence and attention of pupils. In Document No. 17 the Committee presented to the Board a brief statement of the progress and results of that term, but beg now more briefly to recapitulate the

#### OPERATIONS OF THE FIRST TERM.

There were sixteen schools for males and nine for females, to which must be added a school for colored males and one for colored females, making the total twenty-seven. These schools were located in the same school-building as in the former year, and were attended by pupils on register, 6,991, with an average attendance of 3,845, which, compared with the corresponding term of 1854, shows an increase in the registered number of 2,632, and in the average attendance of 1,538. Of these pupils, 4,709 had attended Evening School before. The studies pursued were reading, writing, arithmetic, book-keeping, and in occasional instances some of the higher branches of mathematics. In the schools for females, vocal music was practised, and in all the schools there were occasional exercises in some of the classes in spelling and defining. Two lectures in each school on Natural Philosophy, experimentally demonstrated, were delivered by Mr. AVERY, which were not only instructive, but added to the interest by changing the attention of the pupils.

Other lectures were occasionally delivered by gentlemen who volunteered to speak to the pupils upon familiar and interesting topics; among whom may be mentioned Mr. WM. OLAND BOURNE, the Deputy Clerk of this Board, whose interesting and instructive lectures gave general satisfaction, as well as several of the officers of the Ward Schools, whose desire for the improvement of the pupils induced them to devote their abilities and time to secure this object. The Committee desire to acknowledge the labors of these gentlemen, in behalf of the teachers and pupils of the schools, and especially on the part of the latter, who, in every instance, have been improved and delighted, and are desirous to have further opportunities for listening to the conversational and amusing instruction derived from this source. Such lectures semi-monthly, or perhaps oftener, in each school, would be of great advantage in securing attendance and imparting knowledge. The Committee will venture to urge upon their successors the practicability of enlisting the services of a sufficient number of gentlemen well disposed towards the object we have in view, and possessing the requisite capabilities to interest and instruct, who will make practical this suggestion without any expense to the department, and with advantage to the pupil, not only as respects the subject discussed, but also in securing increased diligence in the other and ordinary departments.

Schedule A, appended hereto, will show the attendance in detail at this term, and Schedules B, C, and D, the items of expenditure, the average attendance for each week, and the state of the accounts of the Committee for the term.

#### OPERATIONS OF THE SECOND TERM.

It commenced on the 1st day of October, and ended December 21, 1855.

Your Committee desiring to make an evening school not only permanently but progressively useful, sought for new inducements to secure regularity in attendance, and to keep up the

deep interest manifested in 1854 in this line of education. They were, in many instances, applied to individually by pupils, during the summer vacation to know if additional studies would be introduced in the then coming session, and if higher attainments might be made by those who sought these, to them the only means of scholastic learning. Acting as well upon the suggestion of former Committees, as upon our own convictions of duty, it was determined to introduce a higher standard of possible progress than has heretofore prevailed, without in any sense diminishing the efficiency of the school in bringing forward those who might be in arrear.

To that end the Committee have directed that mechanical and architectural drawing should be taught in every school where a sufficient number desiring it could be found; that geography lessons should be given in all cases where necessarily more practical subjects were comprehended; that lessons in grammar might be imparted to those who were advanced far enough to make the study useful, and that the mathematics should be taught beyond arithmetic, wherever a class could be formed, which embraced a proper number to justify the attention of a teacher for a part of an evening. Debates also were continued where they had been introduced and extended to other schools. These were conversational and didactic, sometimes worthy the name oratorical, and were invariably interesting and useful.

The number of schools was twenty-nine—an increase of two over the first term—a school for females having been established by the Board, on the recommendation of this Committee, in W. S. No. 45, in the 16th Ward, the male school there held, being removed to W. S. No. 11, in 17th street, in the same ward; and a school for males having been established in W. S. No. 33, in 35th street, in the 20th Ward.

The location of the other schools was not changed.

The Committee as such have visited these several schools, without notice to principals or teachers, and have had an opportunity of seeing for themselves the practical operation of the appliances used for fulfilment of the wishes and the reali-

zation of the hopes of such as desire for this good work a successful career. More than the usual individual visitation by the members of the Committee has also been given, and that personal superintendence on their part, which is gratifying to the faithful teacher and encouraging to the industrious pupil. At the commencement of the term the attention of the school officers of the respective wards was also invited to this interest, and the Committee acknowledge with pleasure, that in most instances, the invitation was responded to by them with profit.

The schools for males were located in the First, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth (two—Harlem and Carmansville,) Fourteenth, Fifteenth, Sixteenth, Eighteenth, Twentieth, and Twenty-second wards, and a school for colored males in the Eighth Ward. For females, in the First, Fourth, Eighth, Tenth, Eleventh, Fourteenth, Fifteenth, Sixteenth, Eighteenth, and Twenty-second Wards, and a school for colored females in the Eighth Ward.

#### ATTENDANCE.

Schedule E, hereto appended, will exhibit the whole number registered, their ages, the length of time they attended, the average for the term, the number who had previously attended Evening Schools, and the number of certificates delivered.

It is especially pleasing to observe that the average attendance is constantly improving in a ratio far exceeding the registered number. This is also true of those who attend the full term.

The following table will show the attendance during the term, to wit:—

|                                                 | Males. | Females. | Total. |
|-------------------------------------------------|--------|----------|--------|
| Less than one month, . . . . .                  | 3315   | 1141     | 4456   |
| Over one, and less than two months, . . . . .   | 1909   | 621      | 2530   |
| Over two, and less than three months, . . . . . | 1490   | 618      | 2108   |
| Attended the full term, . . . . .               | 2410   | 1224     | 3634   |



**PROGRESS.**

On comparison of the results this year with any former one it will readily be seen that the per-centage of registered names has been largely increased, and that the monthly and permanent attendance has grown with more rapidity.

The Committee suggest that all who desire the success of public instruction, and the universal diffusion of the elements or the details of civilization, will ponder upon the facts herein presented with a view to any practical result beyond what has already been attained. It is not believed that the best mode of reaching the beneficiaries of this establishment has yet been arrived at, or that the highest means for their improvement have yet been discovered. The Committee can only congratulate the friends of education upon the known fact that very much is gained by pupils in Evening Schools, which could be gained in no other way, and that thus to the common stock of humanity is added a new and otherwise unapproachable source of progress.

It might be interesting to give facts derived from particular localities, and thereby show what has been, and indicate what may be done to further the advancement of sound, moral action, intellectual development, and general improvement. It is however, the whole system that is to sustain or condemn the Evening School, and by its general, not its specific results, that its usefulness shall be estimated.

In conclusion, your Committee would invite attention to the accompanying reports of the Principals of the various schools under their charge, which will be found to contain more fully a specification of those advantages which we have endeavored to portray. Individual instances of advancement of progress in the studies of the class-room are furnished, which to those unacquainted with these schools, seem almost incredible, and these cases, only occasionally noted, might be far extended.

Teachers have labored not alone for the pecuniary benefits to which their positions entitle them, but from a principle of love, towards those who at their hands seek instruction, and we feel it a duty to add our testimony to their general effi-

ciency, their strict integrity, and commendable fidelity. The blessings, which, like seed, they have sown, will hereafter bring forth that moral fruit which will essentially promote the happiness of the community.

If the suggestions of the Committee with respect to the means proposed for extending a knowledge of the blessings of Evening Schools throughout the community be adopted, we believe the increase of pupils during the coming year will be far greater than during the past—and the public receive a corresponding benefit. The thousands of boys, who, but for these schools, would be found every evening visiting the low and degrading places of so-called amusements, too many of which, we are sorry to say, abound in our city, or perhaps frequenting other places, where character and reputation have no chance for improvement, are now found pressing their way, voluntarily, into the class-room, receiving there that moral and intellectual culture which cannot but be beneficial to them as well as to the public. The moral view of this question, as well as the other aspects in which it has been presented, should awaken a deep interest in the minds of reflecting citizens, but more especially in school officers, to devote what time they can spare to the encouragement of these schools, by urging a general attendance of pupils of each sex, as well as by frequent visitations.

The cost for the education of the thousands of pupils, for the first and second terms, does not exceed the sum of \$30,000; the cheapness of the instruction furnished, and the vast good which is accomplished by the diffusion of so great a degree of useful knowledge, must contribute to make our Evening Schools one of the most popular branches of our educational system, which it may be wisdom to enlarge, and necessary ever to maintain.

JOHN DE LAMATER,  
HENRY P. WEST,  
WILLIAM JONES, JR.,  
A. J. PERRY,  
JAS. C. RUTHERFORD,  
L. L. JOHNSON,  
FLORENCE MCCARTHY,

*Executive Committee on Evening Schools.*

NEW YORK, Dec. 31, 1855.

## Schedule A,

*Showing the Number Registered and their Ages, the largest Number Present at any one time, and the Average for the Term of Nine Weeks, ending on March 1st, 1855.*

## MALE DEPARTMENTS.

| Evening Schools. | Number on Register. | Under 16 years of age. | Over 16 and under 21 years of age. | Over 21 years of age. | Largest number present at any one time. | Number that attended less than one month. | Number that attended over one month and under two. | Number that attended the full term. | Average for the term. | Number that attended previous years. | Number of certificates distributed. |
|------------------|---------------------|------------------------|------------------------------------|-----------------------|-----------------------------------------|-------------------------------------------|----------------------------------------------------|-------------------------------------|-----------------------|--------------------------------------|-------------------------------------|
| 1st Ward.....    | 449                 | 257                    | 146                                | 64                    | 398                                     | 148                                       | 171                                                | 130                                 | 264                   | 337                                  | 101                                 |
| 4th ".....       | 429                 | 211                    | 194                                | 24                    | 269                                     | 193                                       | 133                                                | 122                                 | 192                   | 137                                  | 80                                  |
| 5th ".....       | 184                 | 84                     | 80                                 | 20                    | 138                                     | 33                                        | 38                                                 | 113                                 | 100                   | 157                                  | 51                                  |
| 6th ".....       | 321                 | 205                    | 94                                 | 22                    | 251                                     | 21                                        |                                                    | 300                                 | 190                   | 151                                  | 50                                  |
| 7th ".....       | 230                 | 126                    | 58                                 | 46                    | 172                                     | 57                                        | 72                                                 | 101                                 | 123                   | 143                                  | 63                                  |
| 8th ".....       | 267                 | 101                    | 144                                | 22                    | 176                                     | 95                                        | 73                                                 | 99                                  | 130                   | 224                                  | 60                                  |
| 9th ".....       | 194                 | 76                     | 80                                 | 38                    | 167                                     | 97                                        | 48                                                 | 69                                  | 119                   | 159                                  | 48                                  |
| 10th ".....      | 532                 | 183                    | 224                                | 125                   | 370                                     | 224                                       | 135                                                | 170                                 | 260                   | 330                                  | 128                                 |
| 11th ".....      | 307                 | 137                    | 142                                | 28                    | 205                                     | 118                                       | 75                                                 | 134                                 | 157                   | 236                                  | 75                                  |
| 12th { Harlem,   | 60                  | 29                     | 23                                 | 8                     | 41                                      | 17                                        | 22                                                 | 21                                  | 31                    | 35                                   | 20                                  |
| Carmanville,     | 35                  | 6                      | 16                                 | 13                    | 32                                      | 7                                         |                                                    | 28                                  | 19                    | 24                                   | 11                                  |
| 14th Ward.....   | 190                 | 67                     | 71                                 | 52                    | 161                                     | 47                                        | 34                                                 | 109                                 | 96                    | 148                                  | 40                                  |
| 15th ".....      | 364                 | 113                    | 164                                | 27                    | 174                                     | 90                                        | 54                                                 | 160                                 | 149                   | 154                                  | 100                                 |
| 16th ".....      | 478                 | 253                    | 193                                | 32                    | 320                                     | 170                                       | 104                                                | 204                                 | 253                   | 385                                  | 126                                 |
| 18th ".....      | 327                 | 220                    | 89                                 | 18                    | 268                                     | 103                                       | 136                                                | 88                                  | 189                   | 287                                  | 75                                  |
| 22d ".....       | 602                 | 324                    | 181                                | 97                    | 472                                     | 123                                       | 153                                                | 326                                 | 366                   | 324                                  | 185                                 |
| Colored,.....    | 73                  | 5                      | 18                                 | 50                    | 56                                      | 7                                         | 29                                                 | 37                                  | 34                    | 32                                   | 12                                  |
| Total,.....      | 5042                | 2377                   | 1917                               | 687                   | 3670                                    | 1532                                      | 1277                                               | 2211                                | 2672                  | 3263                                 | 1225                                |

## FEMALE DEPARTMENTS.

|                   |      |      |      |     |      |      |      |      |      |      |      |
|-------------------|------|------|------|-----|------|------|------|------|------|------|------|
| 1st Ward.....     | 151  | 109  | 34   | 8   | 118  | 43   | 27   | 81   | 97   | 118  | 34   |
| 4th ".....        | 373  | 285  | 74   | 14  | 276  | 101  | 109  | 163  | 207  | 290  | 69   |
| 8th ".....        | 234  | 141  | 69   | 24  | 157  | 63   | 58   | 113  | 120  | 186  | 71   |
| 10th ".....       | 237  | 154  | 61   | 22  | 205  | 57   | 78   | 102  | 155  | 197  | 106  |
| 11th ".....       | 126  | 88   | 40   | 8   | 125  | 19   | 22   | 85   | 97   | 68   | 44   |
| 14th ".....       | 150  | 75   | 56   | 19  | 116  | 42   | 38   | 70   | 83   | 25   | 26   |
| 15th ".....       | 198  | 82   | 99   | 17  | 140  | 68   | 37   | 93   | 107  | 152  | 80   |
| 18th ".....       | 223  | 149  | 53   | 21  | 164  | 84   | 34   | 105  | 121  | 158  | 60   |
| 22d ".....        | 253  | 135  | 85   | 33  | 198  | 27   | 41   | 185  | 154  | 64   | 100  |
| Colored,.....     | 64   | 4    | 9    | 51  | 54   | 29   | 16   | 19   | 28   | 22   | 13   |
| Total,.....       | 2009 | 1222 | 580  | 217 | 1553 | 543  | 460  | 1016 | 1169 | 1280 | 603  |
| Grand Total,..... | 7051 | 3599 | 2417 | 904 | 3670 | 2085 | 1737 | 3227 | 3841 | 4543 | 1828 |

**Schedule B,**

*Showing the Average Weekly Attendance, each Week separately stated,  
for the Term of Nine Weeks, ending on March 1st, 1855.*

**MALE DEPARTMENTS.**

| Evening Schools.     | 1st Week. | 2d Week. | 3d Week. | 4th Week. | 5th Week. | 6th Week. | 7th Week. | 8th Week. | 9th Week. |
|----------------------|-----------|----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 1st Ward,.....       | 199       | 244      | 252      | 252       | 290       | 234       | 276       | 269       | 364       |
| 4th ".....           | 179       | 250      | 240      | 210       | 210       | 158       | 155       | 160       | 163       |
| 5th ".....           | 102       | 130      | 129      | 103       | 109       | 81        | 74        | 78        | 95        |
| 6th ".....           | 161       | 207      | 233      | 210       | 209       | 152       | 169       | 174       | 198       |
| 7th ".....           | 113       | 153      | 158      | 131       | 131       | 89        | 96        | 109       | 106       |
| 8th ".....           | 146       | 162      | 152      | 145       | 142       | 106       | 103       | 107       | 106       |
| 9th ".....           | 97        | 151      | 162      | 142       | 128       | 102       | 117       | 87        | 90        |
| 10th ".....          | 236       | 316      | 354      | 294       | 300       | 207       | 212       | 219       | 202       |
| 11th ".....          | 140       | 194      | 183      | 164       | 160       | 125       | 152       | 150       | 149       |
| 12th { Harlem,.....  | 23        | 27       | 31       | 31        | 36        | 32        | 28        | 31        | 35        |
| { Carmansville,..... | 17        | 20       | 22       | 20        | 20        | 16        | 15        | 17        | 23        |
| 14th Ward,.....      | 85        | 137      | 143      | 91        | 90        | 58        | 73        | 94        | 91        |
| 15th ".....          | 131       | 157      | 163      | 151       | 152       | 153       | 136       | 142       | 156       |
| 16th ".....          | 272       | 291      | 296      | 261       | 271       | 207       | 206       | 229       | 248       |
| 18th ".....          | 201       | 249      | 249      | 197       | 209       | 143       | 145       | 149       | 163       |
| 22d ".....           | 362       | 442      | 455      | 361       | 401       | 286       | 324       | 327       | 336       |
| Colored,.....        | 25        | 36       | 34       | 35        | 42        | 31        | 31        | 32        | 34        |
| Total,.....          | 2469      | 3166     | 3256     | 2798      | 2900      | 2181      | 2312      | 2374      | 2551      |

**FEMALE DEPARTMENTS.**

|                   |      |      |      |      |      |      |      |      |      |
|-------------------|------|------|------|------|------|------|------|------|------|
| 1st Ward,.....    | 80   | 97   | 109  | 106  | 110  | 86   | 90   | 95   | 97   |
| 4th ".....        | 207  | 260  | 266  | 245  | 223  | 166  | 145  | 171  | 176  |
| 8th ".....        | 107  | 142  | 149  | 117  | 138  | 88   | 98   | 112  | 125  |
| 10th ".....       | 141  | 160  | 172  | 180  | 170  | 140  | 135  | 149  | 154  |
| 11th ".....       | 105  | 116  | 119  | 100  | 100  | 79   | 78   | 82   | 95   |
| 14th ".....       | 88   | 105  | 107  | 83   | 86   | 54   | 67   | 84   | 92   |
| 15th ".....       | 89   | 118  | 121  | 100  | 109  | 122  | 79   | 102  | 122  |
| 18th ".....       | 117  | 155  | 156  | 125  | 119  | 90   | 95   | 108  | 121  |
| 22d ".....        | 142  | 156  | 182  | 152  | 164  | 145  | 134  | 159  | 160  |
| Colored,.....     | 5    | 36   | 38   | 29   | 36   | 23   | 22   | 29   | 34   |
| Total,.....       | 1081 | 1345 | 1419 | 1237 | 1255 | 993  | 943  | 1091 | 1176 |
| Grand Total,..... | 3550 | 4511 | 4675 | 4035 | 4155 | 3174 | 3255 | 3465 | 3727 |

**Schedule C,**

*Showing the amount paid on account of Evening Schools, for the term of Nine Weeks, commencing January 2, and ending March 2, 1855.*

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EVENING SCHOOLS in account with the

CITY CHAMBERLAIN.

Dr.

|                                     |                    |
|-------------------------------------|--------------------|
| To balance December 31, 1854, ..... | \$2,190 20         |
| " Appropriation, .....              | 10,600 00          |
|                                     | <u>\$12,790 20</u> |

Cr.

By amount paid—

|                                          |             |               |
|------------------------------------------|-------------|---------------|
| For Teachers' Salaries, .....            | \$10,163 94 |               |
| " Janitors' Wages, .....                 | 567 00      |               |
| " Light, .....                           | 1,196 46    |               |
| " Gas Fixtures and Repairs, .....        | 165 98      |               |
| " Certificates, .....                    | 155 00      |               |
| " Advertising, .....                     | 254 08      |               |
| " Printing, ..                           | 16 50       |               |
| " Supplies and Incidental Expenses, .... | 116 06      | 12,635 02     |
| Balance, .....                           |             | <u>155 18</u> |

Amount paid as above, .....\$12,635 02

Add value of Books and Supplies furnished from the Depository, .... 876 76

Total Expenses for the Term, .....\$13,511 78

## Schedule D,

Showing the Number Registered, and their Ages, the largest Number at any one time present, and the Average for the Term of Twelve Weeks, ending December 24, 1855.

## MALE DEPARTMENTS.

| Evening Schools.                | Number Registered. | Under 16 years of age. | Over 16 and under 21 years of age. | Over 21 years of age. | Largest number that attended at any one time. | No. that attended less than one month. | No. that attended over one month and under two. | No. that attended over two months and under three. | No. that attended the full term. | Average for the term. | No. who attended Evening Schools previous years. | No. of Certificates distributed. |
|---------------------------------|--------------------|------------------------|------------------------------------|-----------------------|-----------------------------------------------|----------------------------------------|-------------------------------------------------|----------------------------------------------------|----------------------------------|-----------------------|--------------------------------------------------|----------------------------------|
| 1st Ward.....                   | 714                | 383                    | 222                                | 109                   | 416                                           | 239                                    | 198                                             | 124                                                | 153                              | 365                   | 313                                              | 146                              |
| 4th ".....                      | 803                | 454                    | 328                                | 41                    | 324                                           | 431                                    | 154                                             | 90                                                 | 128                              | 236                   | 530                                              | 60                               |
| 5th ".....                      | 469                | 234                    | 180                                | 55                    | 209                                           | 172                                    | 88                                              | 60                                                 | 149                              | 160                   | 198                                              | 60                               |
| 6th ".....                      | 489                | 356                    | 106                                | 25                    | 278                                           | 185                                    | 119                                             | 89                                                 | 94                               | 188                   | 309                                              | 91                               |
| 7th ".....                      | 711                | 400                    | 195                                | 116                   | 275                                           | 333                                    | 131                                             | 90                                                 | 157                              | 210                   | 288                                              | 105                              |
| 8th ".....                      | 747                | 423                    | 270                                | 54                    | 367                                           | 203                                    | 168                                             | 155                                                | 221                              | 275                   | 379                                              | 123                              |
| 9th ".....                      | 249                | 150                    | 83                                 | 16                    | 185                                           | 98                                     | 64                                              | 45                                                 | 42                               | 99                    | 166                                              | 60                               |
| 10th ".....                     | 794                | 417                    | 298                                | 79                    | 392                                           | 343                                    | 203                                             | 166                                                | 177                              | 316                   | 475                                              | 159                              |
| 11th ".....                     | 639                | 241                    | 270                                | 128                   | 540                                           | 57                                     | 94                                              | 107                                                | 352                              | 433                   | 211                                              | 170                              |
| 12th ".....                     | 104                | 42                     | 51                                 | 11                    | 61                                            | 40                                     | 19                                              | 13                                                 | 32                               | 46                    | 54                                               | 28                               |
| 12th } Harlem,<br>Carmansville, | 61                 | 16                     | 22                                 | 13                    | 35                                            | 18                                     | 11                                              | 9                                                  | 20                               | 25                    | 34                                               | 12                               |
| 14th Ward.....                  | 305                | 201                    | 79                                 | 25                    | 255                                           | 96                                     | 66                                              | 62                                                 | 81                               | 142                   | 202                                              | 50                               |
| 15th ".....                     | 441                | 219                    | 147                                | 75                    | 252                                           | 177                                    | 108                                             | 46                                                 | 110                              | 211                   | 140                                              | 90                               |
| 16th ".....                     | 556                | 299                    | 195                                | 62                    | 276                                           | 255                                    | 88                                              | 63                                                 | 150                              | 218                   | 248                                              | 85                               |
| 18th ".....                     | 560                | 390                    | 147                                | 23                    | 403                                           | 143                                    | 122                                             | 133                                                | 162                              | 289                   | 285                                              | 91                               |
| 20th ".....                     | 442                | 279                    | 130                                | 33                    | 229                                           | 202                                    | 79                                              | 60                                                 | 101                              | 162                   | 186                                              | 40                               |
| 22d ".....                      | 830                | 584                    | 162                                | 84                    | 505                                           | 236                                    | 175                                             | 156                                                | 263                              | 408                   | 490                                              | 220                              |
| Colored, .....                  | 144                | 41                     | 30                                 | 73                    | 61                                            | 87                                     | 17                                              | 22                                                 | 18                               | 48                    | 29                                               | 19                               |
| Total. ....                     | 9056               | 5109                   | 2915                               | 1022                  | 5063                                          | 3315                                   | 1909                                            | 1490                                               | 2410                             | 3831                  | 4537                                             | 1609                             |

## FEMALE DEPARTMENTS.

|                |       |      |      |      |      |      |      |      |      |      |      |      |
|----------------|-------|------|------|------|------|------|------|------|------|------|------|------|
| 1st Ward.....  | 267   | 192  | 64   | 11   | 165  | 104  | 38   | 24   | 101  | 135  | 114  | 51   |
| 4th ".....     | 659   | 427  | 218  | 14   | 340  | 209  | 128  | 107  | 215  | 273  | 272  | 104  |
| 8th ".....     | 509   | 319  | 157  | 53   | 212  | 115  | 96   | 113  | 185  | 160  | 128  | 110  |
| 10th ".....    | 297   | 151  | 62   | 84   | 257  | 97   | 53   | 32   | 115  | 198  | 211  | 115  |
| 11th ".....    | 252   | 158  | 62   | 32   | 192  | 49   | 21   | 36   | 144  | 158  | 177  | 92   |
| 14th ".....    | 214   | 140  | 51   | 23   | 138  | 74   | 46   | 44   | 50   | 102  | 98   | 50   |
| 15th ".....    | 252   | 151  | 70   | 31   | 150  | 103  | 47   | 48   | 54   | 100  | 93   | 54   |
| 16th ".....    | 259   | 181  | 68   | 10   | 154  | 71   | 46   | 74   | 68   | 121  | 51   | 70   |
| 18th ".....    | 313   | 223  | 79   | 21   | 185  | 113  | 52   | 51   | 97   | 136  | 119  | 63   |
| 22d ".....     | 426   | 142  | 195  | 89   | 252  | 160  | 60   | 66   | 140  | 219  | 98   | 100  |
| Colored. ....  | 158   | 8    | 23   | 127  | 77   | 46   | 34   | 23   | 55   | 52   | 27   | 25   |
| Total.....     | 3606  | 2092 | 1119 | 495  | 2122 | 1141 | 621  | 618  | 1224 | 1654 | 1388 | 834  |
| Grand Total... | 12662 | 7201 | 4034 | 1517 | 7185 | 4456 | 2530 | 2108 | 3634 | 5485 | 5925 | 2443 |

## Schedule B,

*Showing the Average Weekly Attendance at the Evening Schools, each Week separately stated, for the Term of Twelve Weeks, ending on December 24, 1855.*

## MALE DEPARTMENTS.

| Evening Schools.                                    | 1st Week. | 2d Week. | 3d Week. | 4th Week. | 5th Week. | 6th Week. | 7th Week. | 8th Week. | 9th Week. | 10th Week. | 11th Week. | 12th Week. |
|-----------------------------------------------------|-----------|----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|------------|
| 1st Ward.....                                       | 301       | 390      | 394      | 397       | 353       | 386       | 389       | 374       | 365       | 334        | 346        | 351        |
| 4th ".....                                          | 285       | 297      | 273      | 260       | 200       | 220       | 237       | 230       | 230       | 206        | 192        | 194        |
| 5th ".....                                          | 178       | 184      | 195      | 186       | 152       | 146       | 161       | 154       | 142       | 147        | 133        | 146        |
| 6th ".....                                          | 226       | 218      | 204      | 236       | 161       | 152       | 164       | 188       | 197       | 163        | 167        | 181        |
| 7th ".....                                          | 227       | 254      | 253      | 219       | 222       | 207       | 200       | 196       | 201       | 197        | 174        | 172        |
| 8th ".....                                          | 270       | 334      | 307      | 338       | 282       | 251       | 279       | 275       | 217       | 253        | 219        | 218        |
| 9th ".....                                          | 144       | 120      | 111      | 115       | 104       | 91        | 103       | 96        | 74        | 87         | 75         | 75         |
| 10th ".....                                         | 347       | 307      | 359      | 344       | 312       | 298       | 327       | 319       | 279       | 293        | 270        | 281        |
| 11th ".....                                         |           |          | 319      | 339       | 326       | 468       | 466       | 463       | 472       | 488        | 481        | 514        |
| 12th <sup>Harlem,</sup><br><sub>Carmanaville,</sub> | 47        | 47       | 49       | 51        | 42        | 44        | 50        | 43        | 46        | 45         | 40         | 42         |
|                                                     | 23        | 81       | 30       | 30        | 26        | 18        | 26        | 23        | 19        | 22         | 23         | 21         |
| 14th Ward.....                                      | 222       | 176      | 157      | 167       | 114       | 97        | 102       | 129       | 137       | 134        | 132        | 144        |
| 15th ".....                                         | 207       | 234      | 237      | 229       | 209       | 202       | 197       | 204       | 207       | 209        | 193        | 206        |
| 16th ".....                                         | 229       | 242      | 260      | 254       | 211       | 204       | 216       | 223       | 207       | 202        | 185        | 189        |
| 18th ".....                                         | 336       | 365      | 323      | 316       | 224       | 244       | 291       | 295       | 283       | 296        | 230        | 260        |
| 20th ".....                                         | 213       | 196      | 179      | 173       | 141       | 138       | 181       | 167       | 151       | 132        | 126        | 146        |
| 22d ".....                                          | 376       | 431      | 470      | 475       | 398       | 378       | 405       | 401       | 408       | 416        | 361        | 380        |
| Colored.....                                        | 33        | 36       | 39       | 41        | 53        | 52        | 59        | 54        | 57        | 55         | 48         | 47         |
| Total.....                                          | 3664      | 3922     | 4179     | 4170      | 3530      | 3596      | 3853      | 3834      | 3692      | 3679       | 3395       | 3567       |

## FEMALE DEPARTMENTS.

|                  |      |      |      |      |      |      |      |      |      |      |      |      |
|------------------|------|------|------|------|------|------|------|------|------|------|------|------|
| 1st Ward.....    | 130  | 145  | 155  | 151  | 136  | 135  | 131  | 123  | 126  | 124  | 123  | 130  |
| 4th ".....       | 237  | 304  | 318  | 297  | 254  | 281  | 282  | 265  | 277  | 264  | 252  | 253  |
| 8th ".....       | 110  | 173  | 192  | 188  | 162  | 174  | 173  | 154  | 154  | 148  | 151  | 166  |
| 10th ".....      | 154  | 195  | 221  | 207  | 205  | 206  | 201  | 200  | 195  | 191  | 182  | 229  |
| 11th ".....      |      |      | 125  | 154  | 143  | 162  | 170  | 170  | 149  | 159  | 172  | 176  |
| 14th ".....      | 109  | 113  | 124  | 110  | 88   | 96   | 101  | 103  | 107  | 94   | 85   | 93   |
| 15th. ".....     | 58   | 84   | 102  | 95   | 90   | 93   | 93   | 105  | 120  | 112  | 105  | 142  |
| 16th ".....      | 63   | 99   | 124  | 123  | 125  | 120  | 130  | 130  | 134  | 130  | 125  | 137  |
| 18th ".....      | 118  | 144  | 151  | 159  | 121  | 135  | 139  | 140  | 142  | 132  | 132  | 129  |
| 22d ".....       | 182  | 209  | 248  | 245  | 202  | 219  | 220  | 226  | 224  | 223  | 204  | 214  |
| Colored.....     | 18   | 39   | 50   | 55   | 62   | 67   | 61   | 56   | 55   | 56   | 54   | 54   |
| Total.....       | 1179 | 1505 | 1810 | 1789 | 1588 | 1688 | 1701 | 1675 | 1683 | 1633 | 1588 | 1723 |
| Grand Total..... | 4843 | 5427 | 5989 | 5959 | 5118 | 5284 | 5554 | 5509 | 5375 | 5312 | 4983 | 5290 |

**Schedule F,**

*Showing the Expenses incurred on account of the Evening Schools, for the term of Twelve Weeks, commencing October 1, and ending December 24, 1855.*

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**Amounts paid as follows :**

|                                                                 |             |             |
|-----------------------------------------------------------------|-------------|-------------|
| For Teachers' Salaries,.....                                    | \$15,282 72 |             |
| “ Janitors' Wages,.....                                         | 833 22      |             |
| “ Light.....                                                    | 165 72      |             |
| “ Gas Fixtures, Repairs, &c.,.....                              | 1,382 78    |             |
| “ Certificates,.....                                            | 175 00      |             |
| “ Advertising,.....                                             | 206 06      |             |
| “ Printing,.....                                                | 108 25      |             |
| “ Supplies and Incidental Expenses.....                         | 69 06       |             |
|                                                                 |             | <hr/>       |
|                                                                 |             | \$18,217 81 |
| Amount of Gas Bills rendered, but not yet paid,.....            | 1,548 54    |             |
| Value of Books and Supplies furnished from the Depository, .... | 3,108 24    |             |
|                                                                 |             | <hr/>       |
| Total Expenses for the Term.....                                | \$22,874 59 | <hr/>       |



## APPENDIX.

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### FOURTH WARD.

#### EXECUTIVE COMMITTEE ON EVENING SCHOOLS :—

*Gentlemen* :—In closing my report, I do not deem it expedient to make any very extended remarks, and shall not indulge in a lengthened eulogy on Evening Schools generally—the merits and defects of the present system being supposed to be pretty thoroughly understood.

The advantage of the system, to those who really have a desire to learn, is readily perceived by all ; and while it would be easy to select individual instances of considerable advancement and steady progress, still it must be confessed that many who present their names for enrolment are not actuated by any especial love for “ literature and the fine arts.”

These last named are principally boys who come from the novelty of the thing, or because they are compelled to it by their parents ; and, as may well be supposed, are very irregular in their attendance ; the out-of-door attractions for all such being very numerous in this part of the city.

It will be borne in mind, that the classes of whom I speak, occupy more than an ordinary share of the time and attention of the teacher, whenever they favor the school with their presence. If some method could be adopted to secure the more regular attendance of such boys, it would certainly be an important point gained.

I would respectfully suggest (but I suppose similar suggestions have been already made) that all under 15 or 16 years of age be invariably rejected, unless they come accompanied by their parents or guardians, who would hold themselves responsible for their punctuality. Such a rule would doubtless be considered a hardship in some cases, and so might any rule

whatever ; but as it is impossible to suit the views of all, the object, as I understand it, is to do the most possible good, with a given amount of means.

It gives me pleasure, however, to state, that during my connection with Evening Schools, since their first establishment in the city, I can see a decided improvement in them from year to year, both in the attendance and orderly conduct of the scholars ; and if anything was wanted to prove their value as a " permanent institution," it might be found in the fact just stated. This improvement may be accounted for on these grounds, that the schools are becoming more known and better appreciated, and that many of the scholars have attended them several years, and now by their diligence and good conduct act as a sort of restraining influence upon those who come through mere novelty.

With these remarks, I beg leave to subscribe myself,

Very respectfully,

Your obedient servant,

MILES LAVELLE

## FIFTH WARD.

The average attendance this term gives an increase of seventeen over that of the corresponding term last winter, while the largest number in attendance at any one time exceeds that of last winter by nineteen ; showing an improvement in regularity, as well as numbers.

So many Germans, French, &c., were admitted in the early part of the term, as to warrant the formation of a class for their especial benefit ; and they have continued, to the last, steady in their attendance ; whereas, last winter, being identified with the other classes, they gradually discontinued, till, at the end of the term, there was hardly one left.

The importance of the knowledge of grammar, and of, at least, some facility in composition, has commended itself to all who are alive to the interests of those who, from necessity or

otherwise, have been compelled to earn their own livelihood before they have acquired even the rudiments of an education ; and a good deal of attention has been given the subject for one or two winters back. But grammar, presented as an ordinary task to those who are not already able to analyze a sentence, is dry and uninteresting, and fails to enlist the attention of an Evening School class. To remove this objection, and at the same time endeavor to give an object, and a taste for reading, a literary society was formed in the first class, the members choosing their own officers. Besides the ordinary exercises of such societies an editor is appointed for the purpose of receiving and arranging such compositions as may be written by those members whose diffidence will not suffer them to appear in public. These contributions, accompanied by editorials, criticisms, &c., are read every week, and have assumed the name and all the dignity of a newspaper.

The beneficial effects of lectures are evident from a comparison of the numbers in attendance on the evenings on which lectures were delivered, and those of ordinary sessions. And we should not let the opportunity pass of saying to the Committee how much the school is indebted to Chas. C. Nott and William Oland Bourne, Esqs., for their services in this respect.

Respectfully submitted,

H. CARLISLE.

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#### SEVENTH WARD.

*Gentlemen* :—It will be seen by referring to the annexed Report that the Seventh Ward Evening School for the term just closed has been entirely successful.

The average attendance has been better than ever before ; and the general order of the school, the interest and progress manifested by the pupils in their studies have been decidedly satisfactory.

In addition to the rudimental studies and book-keeping which were taught as before, several interesting and instruc-

tive lectures of an historical character were given to the advanced classes assembled in the large room, by Mr. Jones, of your Committee ; and four lectures were given by the Principal, on the History of the United States. A Debating Society, that owed its origin to a previous term, was continued, and on six evenings during the session, such pupils as desired were invited to be present, and partake in the discussions. These discussions were on subjects that interested and benefited the parties present. They were attended by the school officers of the ward, as well as by large numbers of ladies and gentlemen, who testified their approbation by repeating their visits.

In closing this report I have but one suggestion to make ; it is this : Would not the Evening Schools be attended by a large class of boys who do not as yet find entrance, if they were dismissed at 9 o'clock, instead of  $9\frac{1}{2}$ , as at present ? There are paper-carriers, newsboys, suppliers of newspaper depots, steam-engine tenders, and others, whose vocations call them at an early hour of the morning. They who rise at 4 can scarcely be expected to attend an Evening School where they would be detained till  $9\frac{1}{2}$  at night.

Respectfully submitted,

JOHN J. ANDERSON.

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#### EIGHTH WARD.

The introduction of mechanical and architectural drawing was attended with the happiest results. It was my intention to specify particularly the degrees of advancement made by the pupils, but the limited period allowed for preparing our reports has prevented me from doing so. Although the members of the class were required to find their own drawing instruments, the number of students was 51.

The teacher requests me to suggest the necessity of providing the class with some architectural work. He specifies " Benjamin's Architecture." The expense will, no doubt, be a serious obstacle, but he anticipates that the progress of the pupils would more than compensate for the expenditure.

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In conclusion, I take occasion to commend my assistants for the ability and fidelity with which they discharged their respective duties.

Very respectfully,

M. J. O'DONNELL.

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#### NINTH WARD.

Your Committee will observe a great decrease in the attendance of the Ninth Ward Evening School, when compared with the corresponding term of last year. While I regret that it is so, I am not able to perceive any fault in the arrangement or plans as devised and carried out by my assistants and myself. I attribute it to causes beyond our control, and out of our power to counteract.

In justice to my assistants, I must say, that I was never associated with a more *efficient* or *agreeable* corps of teachers; or where *duty* was discharged more *faithfully*.

The introduction of Mechanical and Architectural Drawing into our school the past term, had a marked effect upon the better grade of pupils, and will, I think, if continued, be of great benefit to a class of young mechanics, who have not before been able to get any knowledge of the principles of "Drafting" through ordinary channels. By enlarging the circle of studies, the school, as a whole, is benefited, and its sphere made more effective.

D. R. A. THORP.

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#### TENTH WARD.

TO THE EXECUTIVE COMMITTEE ON EVENING SCHOOLS :—

*Gentlemen* :—It is with feelings of heartfelt gratitude to the Great Teacher, that I have the pleasure of assuring you, that each and every year brings added proof of the inestimable benefits of Evening Schools, and the increasing favor with which they are regarded by all classes of the community.

The most convincing proof of this, in the Tenth Ward Evening School, is found in the many familiar faces, returning session after session, resuming their wonted places, as if by an inherent right, and the multitudes of new applicants, many, very many of whom, we have been obliged to refuse for want of accommodations.

Teachers and scholars recommence their wonted studies with as much ease and familiarity, as if the leaf where they had left off on the night before, had been reopened the next evening.

The improvement in every respect has been surprising, and the course of studies pursued, from the simple elements of the alphabet to the higher branches of Mathematics, Book-keeping, &c., has evinced assiduity and talents of the highest order. Order has been uniformly maintained, by the simple method of keeping every one so busily engaged, that they had time for nothing but study. I find the advantages of the Debating and Literary Class highly appreciated by all the pupils, and several very interesting subjects have been discussed in presence of the whole school, which were treated of in a manner that would have done credit to children of a larger growth.

The Debates were of a character adapted to improve the intellect, encourage research into History, Biography, and the sister sciences, and induce and establish deep, clear, and correct thinking, and to fit the rising man for the mental warfare, that many, no doubt, will be called upon to engage in hereafter, in the public halls of our State or Union.

An Architectural and Geographical Drawing Class, under the auspices of our worthy Commissioner, Wm. Jones, Jr., Esq., was formed during the term, and met with great success, and is a valuable addition to the studies of the school, and will be of great benefit to mechanics and artisans.

We have been favored with several interesting and instructive Lectures by Commissioner Jones, imparting a valuable fund of Historical, Biographical and moral information, conveyed in a style and manner which enchained and delighted the whole school, (Germans and French, as well as the

others), and left a lasting and beneficial impress on the mind. So pleased were all, both teachers and scholars, and visitors also, that the unanimous opinion was, that these Essays richly deserve publishing, and would form a valuable addition to our own literature.

With respect to the gentlemen connected with me, I can truly say, that they "deserve well of their country." I have no suggestions to make, with respect to any alteration in the system. Yours, respectfully,

JOHN WALSH.

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### ELEVENTH WARD.

TO THE COMMITTEE ON EVENING SCHOOLS :—

*Gentlemen:*—In the accompanying document you will find the Report of the Male Department of the Evening School of the Eleventh Ward.

Permit me to add a few considerations of encouragement, not only for the Committee, but for the Teacher.

In the first, or highest class, we find it made up of young men desirous of improving themselves in the various branches of English Literature, and their deportment, and strict and punctual attendance have secured to themselves lasting benefit.

The same may be said of the three or four higher classes ; every member of which manifestly felt a great interest in every operation of the school, and performed their duties with a degree of pride, which elicited the commendation of all who witnessed their performances.

A Debating Class was formed from these several classes, for the discussion of various subjects which would tend to elevate the mind, and improve their mental as well as conversational faculties.

It would be difficult to convey an adequate idea of the interest taken by the school during these discussions, not only benefiting themselves, but diffusing general and particular knowledge of men and things.

Declamation has been practised with great advantage, in which a large number participated; and it afforded much gratification, that, in their selections morality and patriotism were blended. The influence of these two exercises upon the school has been most salutary.

A Book-keeping class of about fifty, has been taught during the term with profit. This branch taught upon scientific principles will not only be of great benefit, but tend materially to elevate the character of the school. The practical teacher employed gave standing to this class, and the scholars felt that there was something more than the name. The common teacher very seldom produces any result, for he knows nothing practically, and but little theoretically.

The Drawing class established, so much required heretofore, has been successful, and promises much good. Why should not every man be more or less skilled in this branch?

The mechanic cannot claim it as his own, for the merchant and laborer each requires a knowledge, for in almost all his daily business he must exercise some part of its principles.

A class has been formed for Germans, that they might be together, and not annoyed by younger scholars, as they are mostly men; and being unacquainted with our language, feel some delicacy in pursuing their course, as often their pronunciation produces laughter. Some fifty have been regular attendants; genteel in their appearance and polite in their behavior. A more interesting sight could not be produced—to see them, spelling-book in hand, with commendable patience, laboring to master the first principles of an English education—father and son, hand in hand, applying themselves with avidity, seeming to vie with each other in mounting the hill of science. Their progress has been rapid, and in penmanship not to be surpassed. An English teacher is their choice: for, say they, who so competent to instruct us, that we may avoid the idiom of our mother tongue. The teacher (a female) has gained their confidence and esteem, and I hardly know which to admire most, her benevolence and interest towards them, or their profound respect for her. The female teachers have been eminently successful in every class.



The three lower classes comprise boys of from ten to sixteen years of age, who are engaged during the day in the various small trades of this portion of the city: gatherers and sellers of chips embrace two-thirds, and toters, tobacco-nists, pocket-book makers, the balance. Their appearance is not prepossessing, and cleanliness forms no part of their daily labor. Notwithstanding these barriers, in no class can you perceive so much change; still success has not been complete; yet, the good work is begun, and the teachers feel encouraged that by the close of the next term some gems may be discovered, after removing such a large amount of rubbish.

In all the classes there has been a regular and steady attendance, increasing from the first evening to the last of the term. Much of the success of a school must be accounted for by the faithfulness of the teachers. The Evening School Committee may make liberal and wise arrangements and appointments of the most learned, but unless the teachers perform their duty interestingly, energetically, securing the confidence and love of their pupils, little success will attend their efforts. They should study to gain the good-will and affections of those taught, exercise kindness to quell the turbulent spirit by reason, manifest by their conduct that they have the welfare of the scholar at heart, prompt to satisfy their requirements, make the school-room pleasant, bear with their infirmities till you can correct them, speak encouragingly, and not for every foible discovered, send them into the street to mingle in its vices; keep them under these gentle influences, and complete success will attend you in establishing a commendable pride, with a spirit of emulation which will secure punctual attendance. Respectfully submitted,

SENECA DURAND.

## TWELFTH WARD—HARLEM.

As before stated, the whole number of scholars admitted during the term, was 104; and the average attendance,  $46\frac{4}{5}$ ; both of these numbers being larger than those of the previous term, which were respectively, 60 and 31.

Within the first week of the term, 68 pupils were admitted, whose qualifications I found so dissimilar, that four classes was the least number into which I could consistently organize them. Under these circumstances, and as no assistant had been appointed to this school, I deemed it advisable, until I should receive instructions from your Committee, in answer to an application for an assistant, to employ one of the best qualified of my day scholars, a young man, about 17 years of age, to aid me in the instruction of the class, composed of the lowest grade of pupils. It will be remembered by your Committee, that, on the occasion of your visit to the school, shortly after the commencement of the term, you deemed the aid of an assistant necessary, and having called your attention at that time to the assistance I had been, and was then receiving from the person above spoken of, and not having been advised to the contrary, his services, being found necessary, were continued during the session. I may here remark, that he was punctual in attendance, and, to the best of his abilities, faithful in the discharge of the duties assigned him. In this connection, it is proper to remark, that the experience afforded me this term, has led me to the conclusion, that, in future, should the school, from its numbers, require an assistant, its interests will best be promoted by the employment of a properly qualified teacher.

As before stated, the school was organized into four classes. The first, was composed of the most advanced pupils. The greater number of these acquired a good knowledge of Arithmetic, as far as Mensuration; became acquainted with the details of Book-keeping,—having completed a set of books by single entry—and made a fair beginning in Algebra; they could also read well in Sander's Fourth Reader, and write a fair business hand.

The Second Class consisted of such pupils as had a tolerable knowledge of the compound rules. This class became good Arithmeticians as far as Interest and Proportion, made good readers, and the most of them wrote well.

To the Third Class I assigned such as had a knowledge of Multiplication. At the close of the term, they could perform operations in Vulgar Fractions with considerable skill, and they made fair improvement in Reading and Penmanship.

The Fourth Class was made up of the lowest grade of pupils, the best qualified of whom had but a slight knowledge of Arithmetic, and were of the lowest grade in writing and reading; while others had no knowledge of any of these branches. Of this class, those that attended school regularly, made fair progress in all of their studies.

Of the class last named, one was a young man, about 21 years of age, in the employ of a gentlemen in this vicinity, as ostler and assistant-gardener. On presenting himself for admission, he professed entire ignorance of Penmanship and Arithmetic, and stated that he hardly knew more than the letters of the alphabet. His statement was found to be correct; and his was the first name entered on the Register this term. The term is now closed, but how changed is the mental condition of this young man. He can now enjoy the vacation with commendable pride, conscious that, by his own diligence, exercised only during the school evenings of twelve weeks, he has acquired the ability to write a tolerable hand, cipher in Multiplication, and read fluently in Cobb's Second Reader, or its equivalent. He received a certificate. Was he not deserving of it?

There were several other cases of more than ordinary interest, that might receive special notice; but I will pass on, and merely remark, that this term, both in respect to the improvement of the pupils in their studies, and by their excellent deportment may be characterized as one of eminent success.

One source of regret arises in my mind from the consideration that so many who enrolled their names on our register, failed to be true to their own interests. For, many, after the

evening on which their names were recorded, were seen no more ; while others, attended school with so much irregularity, as to put improvement out of the question.

The School Officers of this ward are deserving of our thanks for their visits from time to time, and for the good counsel they gave to the scholars on several occasions. Messrs. Joseph Curtis and H. L. Stuart passed, each, an evening with us, much to the gratification, and I trust, profit to the scholars.

I close by stating, that Daniel F. Tiemann, Esq., one of our Trustees, in the presence of Commissioner Green and several other of our School Officers, after making some appropriate remarks, distributed the Certificates, 28 in number, to those entitled to receive them. Respectfully submitted,

J. S. WARNER.

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#### TWELFTH WARD—CARMANSVILLE.

TO THE EXECUTIVE COMMITTEE ON EVENING SCHOOLS :—

*Gentlemen* :—The session just brought to a close was commenced under very dubious circumstances, in fact, I was almost afraid to attempt a school in this vicinity, owing to the great numbers removing, most of the houses in the neighborhood occupied by those that are available for Evening Schools are nearly depopulated, more than two-thirds of them are entirely vacated. Notwithstanding the great loss of population, this session has averaged much better than the last, and far ahead of my most sanguine expectations. The most pleasing feature of this term is, that of all the pupils admitted  $\frac{6}{18}$  have attended one or more terms of Evening Schools in previous years, a fact that must be truly gratifying to the Committee.

While the numbers have been necessarily small, the scholars have been, and are now, equal to any of the more numerous attended schools of the city. By reference to the register, the average age of all persons attending this school will be seen to be 20 years. The weather has been very favorable for pupils attending this term, yet in a village like this, the numbers always fluctuate very much. There being no regular amuse-

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ments nor means of spending an evening pleasantly, anything like a concert, lecture, fire-ball, target excursion, or anything of the kind, makes a sad inroad in our attendance, while here the pupils have evinced a commendable desire to improve themselves, and appeared highly gratified when informed of another term after the new year. I had told them the school might be discontinued unless a better attendance was kept up. The progress on the whole has been, I think, quite satisfactory. The studies pursued, have been reading, spelling, and arithmetic for the lowest grade, and reading, arithmetic, and book-keeping, with occasional lessons in U. S. History, and drafting for the more advanced class.

Appended will be found a statement of the nightly attendance. There has been no injury to the furniture nor school-house during the session ; everything is in good order.

I might advise a lecture or two during the term, but I suppose we live so far up town as to preclude it.

The Evening Schools as at present conducted, are productive of much good, and are silently but surely accomplishing a great reform in the minds and morals of the working classes, and of those whom fate or fortune has thrown upon our shores. Without any increase of expense or multiplying of studies, much, very much good will ensue. I think it much more creditable to take a great number through the simple rules of arithmetic, and reading, and writing, than to take a few through the more advanced studies, such as astronomy, algebra, book-keeping and geometry, lessons that they may never require in the term of their natural lives. I do not think we require the whole world to be *learned* ; to a certain extent it is well, but beyond a certain line, the more we educate and refine, the more we unfit the person to buffet and contend with the waves of fortune, and I am of opinion that the same amount of money and talent judiciously expended in the lower branches (but let them be well and thoroughly taught) will be productive of more general good than to attempt to carry pupils beyond their capacities. Much is said and urged in favor of *more* advanced studies. Lectures, architectural drafting, &c., for the Evening

Schools, but I do think that the money so expended could be made more fruitful in teaching the lower and more essential branches to the masses. I think there is an error in teaching the very ignorant by appearing too learned, language is not simplified sufficiently for many to comprehend it ; when a really bashful person is made aware how far below the world (the educated world I mean) he is, he frequently leaves and returns no more, no doubt under the impression he can never understand learning. Again, I fear by being too sanguine, we can run the whole system to the ground ; there is such a thing as goods being *too* cheap, so with education ; if carried too far in excesses, there might be a reaction, and retrenchment may be carried as far as prodigality heretofore.

I had not intended to take up so much of your valuable time, but hoping you will not think me presuming, nor dictatorial, and trusting my report will meet your approbation.

I am truly yours, &c.,

JNO. C. GRAFF.

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#### FIFTEENTH WARD.

*Gentlemen* :—I purpose to furnish you with a report of the 15th Ward Evening School for the term of twelve weeks; just closed. Furthermore, it is customary, and it may be desirable to state whatever views the teacher may have formed in reference to the correct management and thorough well-being of an institution that reflects honor on its founders, and stands as a monument of the active philanthropy of the citizens of New York.

The past session has been eminently successful. The attendance has not increased much over last winter, owing to the removal of the Evening School, in 24th street to W. 17th street, and the opening of a new school in 35th street. However, the amount of knowledge received by the pupils—their good behavior, the quiet and order that prevailed among them, in and out of school, the desire for improvement evinced, the bodily

and mental discipline imparted to impatient and thoughtless youth—all stamp the term just ended as the most important, and at the same time the most satisfactory since the establishment of Evening Schools. In former times the good were the exception; now it is just the reverse. The schools are becoming, each year to resemble more and more the day-schools. Such is the order now established that we had not occasion to suspend or dismiss a single pupil. It is always bad policy to do either, where it can be possibly avoided; for he who is unfit for a school, is unfit for society—he is only fit for a prison. If we can only instruct the partially educated and the well-conducted (these terms are generally correlative) our duty, I esteem it, is but half done. The houseless, homeless orphan, the factory boy, the neglected and the outcast, the dregs of the metropolis, learned in evil, adroit in falsehood, eloquent in blasphemy, steeped to the neck in iniquity—these are the pupils we must take, and first *unteach, and then make clean, and lastly discipline into obedience* before the first lesson is even attempted from books. Speaking of cleanliness—whoever desires to witness the best illustration of the old aphorism that “Cleanliness is next to Godliness,” needs only to visit an Evening School. Every art—persuasion or ridicule—was used to induce scholars to come to school with neat and clean persons; and with considerable success. Whenever they were brought to respect themselves, they invariably respected their instructors.

It was remarked by visitors that there appeared to be two distinct and separate grades or castes—one well-clad, intelligent and superior—the other ill-clad, ignorant, and degraded-looking. Doubtless, the observation was true: and owing, in a great measure, to the healthy effects of Evening School education; for intelligence soon displays itself in personal appearance. It is rare to find a soiled shirt, and an educated mind appearing together in any public place. It is to be hoped that the day is not distant when the entire neglected youth of New York shall profit by Evening Schools; and, if parents, guardians, or employers would only take the interest in this matter

that it merits, and *force* their children or employées to attend school, and see that such attendance was punctual and regular, ignorance would quickly take the "wings of the morning and flee to the uttermost parts of the earth." Prisons and poor-houses would vanish, and our metropolis would become as virtuous and intelligent, as it is rich and prosperous. If practicable (and there is no reason why it should not be so), those in charge of all scholars below the age of 18 should hold weekly communication with the teachers, by means of a paper, stating how many nights the pupil has been present during the week. This plan would do away with irregular attendance, in a great degree.

It may not be out of place to say a few words about the introduction of new studies. Historico-geographical lectures and examinations were instituted this season for the first time. They were extremely popular and pleasing. The teacher began by giving a history of the Eastern war—its cause—the characters of those who created it—the battles fought—the generals who conducted it—the towns sacked, &c.; then he traced on the map of Europe the great theatre of the contest—the Crimea—and diverged gradually to England, France, Sardinia, Turkey, Sweden, and Denmark, with their capitals—their forms of government, religion, laws, manners and customs. So the early settlement of America, the Indian and Colonial wars, and the great war of the Revolution were traced on the map of North America, to the evident satisfaction of the young men. When the lecture ceased, and the direct examination began, they were generally well posted. By mixing history, geography, biography, story and anecdote the teacher was able to amuse and instruct at the same time—to do which, constitutes the best method for imparting knowledge. The instructor must always bear in mind that evening scholars are not to be treated or taught like day scholars. He must draw liberally upon the resources of his own mind. All he has read, heard, or experienced (provided it be good), must be brought to bear on the mind of the pupil. This course was pursued in the first three classes under Messrs. Storrs, Gilbert, and Gates.



The success in architectural drawing is not surprising. Such a study must be popular with the young mechanics. So much so indeed, that thirty in the 15th Ward Evening School purchased the necessary instruments at a cost of at least \$100, and steadily pursued it till the end of the season. The establishment of the above study by the Committee must be productive of the greatest results, not only to us, but to succeeding generations. The well trained hand invariably assists the half-formed thought. The idea may be confused ; but the diagram simplifies and reduces to order. The thinking, educated mechanic, by the amount and superiority of his labor will soon repay the city an hundred fold the cost of teaching him to plan and draw. He will cease to be a mere laborer ; he will become an artist, elevated and dignified by the power of thought and design. Instead of being a mere working animal, or a machine wielded at the pleasure of another, he will become a reasoning, effective man, filled with a lofty ambition to excel. Architectural and mechanical drawing, together with the sciences necessary to its thorough understanding, will create a taste for improvement ; and this taste will keep the young artizan away from vice and dissipation. The benefits of any sort of good education should never be reckoned in dollars and cents. How many a mechanic might have been an improver or a discoverer in his craft had his cunning right hand been trained to develop and give form to the confusion of ideas that struggled in his mind ! I hope the Committee will continue to give us the service of Dr. Williamson for the next nine weeks ; for, assuredly, he has done his duty with energy and skill, as specimens of the young men's handiwork amply demonstrate.

Debates, compositions, and declamations were introduced this winter. It is useless to point out the advantages of such subjects. The youth of our city, on the verge of manhood, accustomed to criticise, will become, in consequence, wiser and better voters—more thoughtful and prudent citizens. The habit of thought and analysis acquired in debate will lead to a discrimination of public men and public measures which must

be beneficial to the city and country at large. It may be for the interests of despotism to crush out of the youthful mind (if that mind belong to the "common people") all ideas of government, freedom and right. But a republic must be sustained by the clash of opinions and the conflict of parties—the rulers must be scrutinized, controlled, and even defeated by the voice of a free and enlightened public opinion. That that opinion must be sounder and more sagacious in consequence of education by public debates in school, is evident to all. In ancient times it was the custom to exclude a man from the theatre of public life until he had attained the age of 30. This was wise and salutary. He could not maintain the position of a man until he had become a veritable man. Our Evening schools will help, in no small degree, to produce a race of republicans, which, it is hoped, will equal any that have gone before.

Respectfully,

THOS. HUNTER.

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NEW YORK, Dec. 21st, 1855.

At a special meeting of the Debating Society of the Fifteenth Ward Evening School, the following preamble and resolutions were unanimously adopted :—

*Whereas*, The Executive Committee on Evening Schools has allowed us to form ourselves into a Debating Society, for our improvement and advantage, and

*Whereas*, It becomes the Society to take some action, expressive of their gratitude to the Executive Committee, therefore, be it

*Resolved*, That the thanks of the members of the Debating Society are due to the Executive Committee for allowing us to form ourselves into a society, thereby mutually improving ourselves in the principles of Elocution and Discussion.

*Resolved*, That those who contribute to the education of the people are benefactors to society ; for they throw in the way of all, the blessings of an education, and establish the best interests of society on a firm and sure foundation.

*Resolved*, That to the gentlemen composing the Committee, the thanks and gratitude of this Society are due for generously placing at our command the convenient room which we now occupy.

*Resolved*, That we also thank the Executive Committee for the advice and encouragement they have on various occasions favored us with, and we shall hold in grateful remembrance, the spirit and tenor of their addresses to us.

*Resolved*, That as scholars of the Evening School we desire to express our gratitude for the improvement we have made in our various studies during the preceding twelve weeks.

*Resolved*, That also our unfeigned thanks are due to the Executive Committee for the gentlemanly, capable, and obliging teachers that they have supplied us with, and we feel that with such preceptors to guide us to the fields of knowledge, the path and journey would be a pleasure *not a pain*.

*Resolved*, That the thanks of the society in particular, and of the whole school in general are due to John De Lamater, Esq., the efficient and enthusiastic chairman of the Evening School Committee, to whose kind words of encouragement we are deeply indebted.

ALFRED J. HOGUE,  
THOMAS DUKE,  
FRANCIS T. JOHNSON,  
*Committee.*

JOHN R. VAN BUSKIRK, *President.*  
ROBERT F. HERD, *Secretary.*

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#### SIXTEENTH WARD.

TO THE EXECUTIVE COMMITTEE ON EVENING SCHOOLS :—

*Gentlemen* :—As required by the last of your printed questions, I submit the following facts and suggestions :

This school, although smaller than the one held in this Ward last year, has been as large as, under the circumstances, we could expect. When we consider that a great portion of

the pupils attending 35th street School this season are from the neighborhood which supplied the school in 24th street last winter, and that the school is now much nearer to the 9th and 15th Ward Evening Schools than that was, the attendance is very encouraging.

While I must express my general satisfaction with the pupils under my charge in relation to the interest manifested, the evident improvement in their studies, and usual submission to discipline in school, I am compelled to make the usual complaint of irregular attendance in the lower classes, and would present this matter for your consideration.

I would also suggest the propriety of making some arrangement by which there may be police attendance in front of the building at the opening and closing of each session.

I would mention, as a matter of interest to myself, as well as to those whose business called for this branch, the introduction of architectural drawing as a study. I found that, with two exceptions, the class on that subject in this school were practical carpenters, to whom the knowledge which they have acquired during this session had been a desideratum for some time. I have reason to suppose that this class received direct and lasting benefit.

The Debating Class also developed considerable talent, and will probably be the means of forming a society, which will be a permanent cause of study and improvement to its members.

The drill, now so common in our day schools, was, at the suggestion of Mr. De Lamater, introduced into two of the classes, and I was ageeably surprised at the interest manifested, even by the older scholars, in it. The usual effect of this drill was evident in these classes. Their carriage and general deportment became more manly, and I think the habit of prompt and decided attention to orders, acquired in their drill exercise, rendered the discipline in the class room easier for their teachers.

Respectfully submitted,

GEORGE W. COOPER.

## EIGHTEENTH WARD.

TO THE COMMITTEE ON FREE EVENING SCHOOLS :—

*Gentlemen* :—In addition to the required statistics which have already been furnished, it remains for me to render such a statement of the general progress and condition of the Eighteenth Ward Male Evening School as may be of interest to your Committee.

It will be observed that the attendance has increased to within a fraction of forty over the corresponding term last year. This increase was common to all ages. The number of adults was quite large, and their attendance was for the most part both gratifying and punctual. But the school, as in former years, has had to contend against the want of steadiness in the general attendance, as compared with the register number. Whether succeeding years will diminish this relative difference appears to me by no means clear.

A large portion of the scholars in the Eighteenth Ward Evening School is drawn from that class of the community which, of all others, the Evening Schools were designed most to benefit. This class in a large city is constantly accumulating. Indolence, improvidence, destitution, and crime, are the fruitful parents of helpless, neglected, ignorant, and vicious children ; and these causes are constantly aggravated by the numbers who land in our city, increasing the mighty mass of uncared-for children in our midst. The woful condition of the children on the lowest strata of society in our city is very fully shown in the appearance of the lowest classes of this school. The squalid faces, black and dirty, the ragged and tattered clothes, the feet, uncovered sometimes in the coldest nights ; the fierce manners, the absence of that sense of respect for others, which must always be associated with true self respect in ourselves ; the want of kindliness of feeling, the product of a well-regulated and happy home,—all these tell the saddest stories, and fill us with the most painful anticipations. I do not know in what evidences the Mission or Ragged Schools can be much worse.

Were these children to come constantly from winter to winter, there would, I think, be no doubt not only of their great improvement in reading, writing, and arithmetic, but there would also be an improvement in that which is under and around, and above these rudimentary branches. I mean habits of obedience and self-respect. For these schools are kept for five months, with the regular intervals of Saturday and Sunday, and for two and-a-half hours each night. Were, then, a regular attendance kept up, not only through one winter, but through successive winters, there would be little doubt as to the ultimate and complete success of Evening Schools.

But while it appears to me idle to expect such an attendance, at least for some years to come, the question seems proper, "What success are we compelled to accept and to be satisfied with, as we best can?"

I consider the advantages of withdrawing so many youth from the streets, from idleness and darkness, and vicious companions, and furnishing them with regular occupation, as no very small matter. This will be the more evident when we reflect how wofully uninviting are the houses of many of these poor lads, and that food, and sleep, and shelter from the severest of the weather are all that are obtained or expected by the children. Homes we cannot call them. Of cheerful talk and instruction, of pleasant books and reading, there is little or none, or of those graceful and genial amenities still less.

The progress of those who do come to these schools is not to be forgotten. That this is a real progress is evident from the fact that lads, who have been connected with the school for several years, have gone through from the lower rules of arithmetic, and were, this last term, in the most advanced classes. The improvement in penmanship is more marked, perhaps, than that in arithmetic.

The habit of coming to school, and the desire to improve, may be considered of the very highest importance. For these once well formed may be expected to remain, when, by removal or otherwise, the opportunities of these schools have

passed from the reach of the pupils. Greatly diminished would be our satisfaction in the work of the Evening Schools if the good they accomplished was only linked with the present. Much of our instruction must, from the very nature of the case, be lost ; but much of it must reach out and beyond, and remain in the pupils an abiding harvest of good words and works.

From some cases of interest that passed under my observation, I select two that may, perhaps, prove interesting to your Committee.

The first was that of a man over forty years of age, of very slender acquirements, who came to the school, bringing his sons with him, with the resolute purpose of learning himself, and enforcing on his boys, by his own example, the necessity of education. The older of the lads was put with his father into the same class. One cannot help admiring the determination of the man, and his manliness of soul, which, discarding the pride of age and fatherly position, could seat himself at the same desk with his son, at once to improve himself, and set his boy an example.

The second was that of an Italian refugee, who, an exile from his country since the overthrow of the Republic, came, a few months ago, to this country with the purpose of supporting himself by teaching Italian. The want of an acquaintance with the English tongue made it difficult, in fact impossible, to obtain a livelihood in this way, and after a few months' trial the attempt was abandoned. He, accordingly, by the advice of some of his Italian friends, came to Evening School to learn the pronunciation of the language.

In several broken conversations with him I ascertained that he was a canon of the church ; that he had belonged to the liberal Roman party ; that on the flight of the Pope to Gæta, he was administrator of finance to the Republic, in which office he continued till the return of the Pope to Rome, under the protection of French bayonets. Then proscribed and banished—his estates confiscated—he wandered in Belgium, then in France, and afterward in England. At length he reached

America, and found his way into our Evening School, in the endeavor to obtain what he has stated in a minute, written in his own language, "A knowledge of English, that he might the better understand the nature of the free institutions which are the glory of America."

A man of most agreeable manners, cultivated and highly educated, fifty years of age, a wanderer without means, seeking to learn, at that late time of life, a new language, and yet retaining all the beautiful cheerfulness of youth. Such is one of the occasional lessons of the instability of fortune which the Evening Schools teach us.

Your Committee, in accordance with custom, very judiciously require the teachers to state what measures they would recommend for the improvement of the schools.

I therefore beg leave to call the attention of your Committee to the unsuitableness of this building for Evening School instruction. The large hall or chapel is so badly lighted, and must continue to be by its very construction, and is so inconvenient in its situation, as to make it practically useless as a place of assembly for the lads who are on the floor under it. The girls are without any hall or large room, and must go from the second to the fourth floor of the building, if they are called together. I need not tell the Committee how detrimental it must be to any school to be deprived of the opportunity of bringing the pupils together on each or every alternate evening. There is something in the fact of assembling together, of addressing a school as one, that knits and strengthens a teacher's influence. Of that welding power we can have little or none; we are, in fact, as many schools as we are classes. In the matter of lectures, the inconvenience will be readily understood, when I state that I was compelled to deliver the same lecture, with experiments, to six different classes in their respective class-rooms. I may be permitted to call the attention of the Committee to this by inquiring, whether it is their duty to continue instruction in a building so little suited to the general purposes of Evening Schools.

The Drawing Class introduced into this school has been, I



believe, successful. Its attendance has averaged over twenty during its continuance. I would suggest, however, whether architectural, rather than mechanical drawing, might not have been more acceptable to the youth of this neighborhood?

The teachers, with one exception, have been successful and punctual in the performance of their duty. They deserve my warmest commendation.

All of which is respectfully submitted.

DAVID B. SCOTT.

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## EVENING SCHOOLS FOR FEMALES.

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### FIRST WARD.

Our school, during the past term, was composed mostly of those who had never attended Evening Schools, together with the greater portion of those who attended last winter. Many of them have been remarkably regular in their attendance, while others, on account of work, were obliged, with regret, frequently to absent themselves.

I am happy to be able to say, that the pupils fully appreciated the means afforded for their improvement; and by their attention and diligence amply rewarded the labors of their teachers.

Among those who are mentioned in the Report as having made no improvement in certain studies, are included those who attended but one evening, as well as those who gave their whole attention to writing, with the exception of a few minutes each evening, which they were persuaded to devote to spelling.

There are many instances of advancement worthy of special notice, among which is that of a woman, the oldest pupil registered, who, upon entering, could not form even a letter, but who now can write with neatness and facility.

Another, who, at the end of the previous term, could not

make even a simple stroke, has succeeded in learning to write quite a legible hand.

We had an exercise in singing nearly every evening, in compliance with the wishes of a number of the girls, who remarked, that when hardest at work, the songs they learned at school made them feel cheerful and light-hearted.

Geography, Grammar, and Drawing were introduced, in which the pupils were highly interested, and in which they made a very creditable advancement.

I would take this opportunity of expressing our indebtedness to Mr. Bourne, for a very entertaining and instructive lecture with which the girls were delighted, frequently referring to it to express their pleasure, and the hope that the gentleman would again favor them.

There were present, on the last evening, 139 scholars. Certificates were delivered to 51 of them, who had made strenuous exertions to obtain them, and who received them with countenances beaming with delight.

I am, with great respect,

Yours, &c.

HARRIET A. C. HUTHWAITE.

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#### EIGHTH WARD.

I cannot commend too highly the conscientious and faithful manner with which the Teachers of this Department have discharged their respective duties, nor the fidelity displayed by the pupils in the prosecution of their various studies.

Drawing was introduced during the past term with much success, and a degree of talent was exhibited, which surprised the more as it was totally unexpected. A very great improvement has also been manifested in penmanship; to cite one instance, a young person entered the school, at the beginning of the term, who was unable to make even a mark with a pen. She now writes a legible hand, and this is only one instance out of a number during the past term, where pupils have

learned both to read and write well enough for all common purposes.

I would respectfully suggest to the Committee, the importance of introducing Book-keeping in the Female Department, of the Evening Schools, and my earnest desire to adopt it in this school, with the sanction of the Board of Education, and a provision of the necessary facilities.

MARIE U. VAN ZANDT.

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#### TENTH WARD.

TO THE COMMITTEE ON EVENING SCHOOLS:—

*Gentlemen*:—After complying with your wishes in answering the questions included in the accompanying Report, and respectfully submitting the same to your consideration, I would, in conclusion, mention a few facts, which are interesting, and serve to show the interest and successful results which were apparent during the past term.

With a registry number smaller than that of last winter, we have had an attendance as large, and more uniform than that of any previous session.

The improvement made by the majority was very great; most of the pupils who attended regularly having made as much advancement as could be desired.

At the close of the term, 115 certificates were delivered to those deserving, whose gratification at receiving the same, was a proof that your kindness and liberality was gratefully acknowledged by them.

Their satisfaction, at the anticipation of the advantages which the next session will afford them, was a pleasing token to their respective teachers that their exertions had proved highly beneficial and profitable.

The desire to return was manifested by all, particularly those belonging to the lowest class; the greater number of whom were very ignorant—not knowing how to read or write, but, who, after experiencing the pleasure arising from the

possession of the little knowledge which they have already acquired, feel incited to still greater perseverance and industry.

Respectfully yours,

ARNOT A. RUTHERFORD.

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### SIXTEENTH WARD.

The Principal of the Sixteenth Ward Female School furnishes the following composition by a young woman, a native of Germany, who has attended the school only one term.

#### EVENING SCHOOLS.

As our Teacher has requested us to write something on this subject, I will try ; although I do not feel competent, having never even heard of an Evening School until within three months past. There are Free Schools in Germany ; and in the town where I lived it was the law that every child should go to school eight years, commencing at six years old. But here it seems to be different, as in other things ; there is no compulsion, and therefore, I should think that all would like to go, as children do not like to be compelled, even if it is for their own good ; and, another thing I observe, our kind teachers never use the rod ; but kindly tell us what is right and what is wrong. Who would not try to please them ? and especially when the Committee, who have the charge of these Schools, seem to take such an interest in our progress. I cannot tell when or how these schools were first established ; but have we not reason to be grateful, both to God and man, for their unnumbered blessings ? The sincerity of our gratitude must be tested by our efforts to improve what is established. The gratitude of the lips only is an unholy offering. At the close of another term, perhaps, I may be able to write more on the subject, which I think I will be able to do, as I mean to understand it, if it is a possible thing. With many thanks for all the encouragement and kindness I have received from my excellent teacher and school officers, I am, respectfully,

JOSEPHINE SHERMEL.

December 20th, 1855.

**REPORT**

**ON**

**THE FREE ACADEMY**

*To the Board of Education :*

The Executive Committee for the care, government, and management of the Free Academy, herewith present the draft of a Report on the operations of the Academy for the year 1855, and recommend the adoption of the following resolution:—

*Resolved*, That the Annual Report of the operations of the Free Academy be adopted and printed, and that a copy thereof be duly authenticated by the officers of the Board, and transmitted to the Common Council of the City of New York.

All which is respectfully submitted.

|                 |   |                                             |
|-----------------|---|---------------------------------------------|
| E. L. BEADLE,   | } | Executive Committee<br>on the Free Academy. |
| E. B. FELLOWS,  |   |                                             |
| A. V. WILLIAMS, |   |                                             |
| B. M. FOWLER,   |   |                                             |
| R. W. TOWNSEND, |   |                                             |
| A. S. JONES,    |   |                                             |
| A. D. WILSON,   |   |                                             |

# REPORT.

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*To the Common Council of the City of New York:*

IN pursuance of the seventh subdivision of the third section of the "Act to amend, consolidate, and reduce to one act, the various acts relative to the Common Schools of the city of New York," passed July 3d, 1851, and of the act amendatory thereto, passed March 9th, 1855, the Board of Education of the city of New York, through the "Executive Committee for the care, government, and management of the Free Academy," in respect to the several subject matters required to be reported on by them, present this, their SEVENTH ANNUAL REPORT, showing the operations and condition of the said Free Academy, for the year ending on the thirty-first day of December, 1855.

The Free Academy has become so well known to the public, and especially to all who take any interest in the educational institutions of the city, that no extended exposition of its character, purposes, or sphere of operations is necessary to make it understood or appreciated. It has now reached the seventh year of its existence, and has sent forth into active life three classes of graduates, some of whom are earning for themselves honorable positions of usefulness in the professions, while others are acquiring an equally promising character for their business qualifications and integrity.

The various details of the financial and other operations of the year, will be found under the appropriate titles in the body of the Report, which present many interesting and encouraging facts. It will be seen, that the number of pupils who were admitted at the examination during the month of July was 323, a very much larger number than ever before entered in one class. Of these, two hundred

chose the study of the ancient languages, and one hundred and twenty-three chose the study of the modern languages.

In order to provide the requisite instruction in the Department of Modern languages, called for by this large accession of students, who have entered for the purpose of pursuing the modern course, it was found necessary to secure the services of Mr. HECTOR MUDRY, the associate of Professor Roemer, for the whole time of instruction, he having been previously engaged during only a part of the daily sessions.

During the month of February last, Hon. HIRAM WALBRIDGE, Member of Congress from the Third Congressional District of this city, communicated to Dr. WEBSTER, the Principal of the Free Academy, the fact that he had the nomination of a cadet for the United States Military Academy at West Point, at his disposal, and that he desired to bestow it upon any orphan student of the Free Academy who had given evidence of his industry, talents, and worth. Upon consultation, and by the vote of the students, Mr. WALTER MACFARLAND, a young gentleman of high promise, was designated, and received the appointment from the distinguished gentleman who thus exhibited his appreciation of the Institution, and his generous attachment to our system of popular education.

Injustice would be done to a liberal friend of education in the city, who has not permitted his name to be made known, were no mention made in this report of the prizes which were offered by him, and distributed to the successful competitors at the commencement in July. These prizes were the following :—

One hundred dollars to the student who received the highest number of medals.

Twenty dollars to the student who received the second highest number of medals.

A prize of five dollars for each medal, to every student who received more than one.

These money prizes were awarded as follows :—

To WM. HENRY ABEL, of the Senior Class, who has been recently appointed a tutor in the Academy, \$115.

To ARTHUR McMULLEN and FRANKLIN SAMUEL RISING, of the Junior Class, who received the next highest, and an equal number of medals, \$20 each.

To CHARLES HENRY PRATT and OSCAR BROWN IRELAND, having received each more than one medal, were awarded \$5 each.



These and similar evidences of the interest which is felt in the success of the Academy by the friends of education, afford one of the strongest proofs which could be demanded of the position which it now holds in the estimation of the people at large. They are a demonstration of the evidence and enlightened policy which dictated the organization of the Institution.

The graduating class of 1855 consisted of thirty-two members, twenty-nine of whom received the Degree of Bachelor of Arts, one received the degree of Bachelor of Sciences, one having been absent on account of sickness, received no degree, and one having pursued only a partial course, received an honorary testimonial.

It is a matter of satisfaction, not to say of pride, that a member of the graduating class of 1854, Mr. RODNEY GLENTWORTH KIMBALL, has been appointed to the position of Assistant Professor of Mathematics in the State Normal School, at Albany, a distinction as flattering to the Academy as it is honorable to Mr. Kimball. He received the degree of Bachelor of Sciences in 1854, and having passed an examination, received the degree of Bachelor of Arts during the present year.

The condition and operations of the Free Academy for the year, are shown in the following statements :—

#### I. GROUND FOR ACADEMIC BUILDINGS.

|                                  |             |
|----------------------------------|-------------|
| Present value, . . . . .         | \$37,810 00 |
| Paid for original lot, . . . . . | \$25,000    |
| “ “ additional ground, . . . . . | 12,810      |
|                                  | <hr/>       |
|                                  | \$37,810    |

#### ACADEMIC BUILDINGS.

|                                                                                       |              |
|---------------------------------------------------------------------------------------|--------------|
| Paid for building Academy . . . . .                                                   | \$48,000 00  |
| “ “ alterations and repairs, and permanent fitting up, as per former Report . . . . . | 23,708 90    |
| “ “ repairs and improvements 1854, as per last report . . . . .                       | 1,962 72     |
| “ “ repairs and improvements for 1855 . . . . .                                       | 1,576 99     |
|                                                                                       | <hr/>        |
|                                                                                       | \$113,058 61 |

There is no other real estate belonging to the said Academy than that mentioned above.

### III. ACADEMIC LIBRARY.

|                                                    |                   |
|----------------------------------------------------|-------------------|
| Paid for library books as per former reports . . . | \$6,366 75        |
| “ “ “ since date of last report . . .              | 90 32             |
| Total for Library books and charges, . . .         | <u>\$6,457 07</u> |

The original cost of the library cannot be stated with precision, as many of the books were donated to the Academy by friends of the Institution. But reference is made to former Reports for its estimated value.

It contains about four thousand six hundred volumes, and ten thousand text-books and books of reference.

### IV. APPARATUS, FINE ARTS, &c.

#### *Philosophical, Mathematical and Chemical.*

The remarks in reference to the original cost of the Library is also applicable to the original cost of the apparatus. The amount, however, paid from the City Treasury for apparatus, as per last Report, is . . . . . \$7,252 73

Paid since date of last Report, . . . . . 657,84

Total paid for apparatus, . . . . . \$7,910 57

The department of Natural History contains about three thousand specimens, no additions having been made since the date of last Report.

|                                  |       |
|----------------------------------|-------|
| In Conchology, . . . . .         | 500   |
| “ Mineralogy, . . . . .          | 2,200 |
| “ Geology, . . . . .             | 300   |
| besides Skeletons, Manikins, &c. |       |

#### *Laboratory.*

The Laboratory is well provided with the necessary apparatus of glass and porcelain, while the Professor of Chemistry is con-

stantly making additions to an extensive suite of chemical preparations. The Physical Cabinet is large, and contains most of the best French and German instruments, imported expressly for the Academy. All the apparatus necessary for the experimental illustration of the phenomena of Light, Heat, Electricity, and Magnetism, is contained in the collection.

### *The Fine Arts.*

This collection remains the same as at the date of the last Report.

It is believed that the collection far surpasses any other in the country, in its completeness and suitability for the study of Ornament and the general purposes of the student. A classified list is here given :—

- 1st. *Casts of the Elgin Marbles*, presented by Charles M. Leupp, Esq.,—"Theseus," "Illius," "Colossal Head of the Horse," from pediment of Parthenon, "Metopes and Frieze of the Parthenon," "Colossal Caryatides," &c.
- 2d. *Casts for the Study of the Antique*, from Florence, the Vatican, and the Louvre.
  1. *Figure*.—"Belvidere Hercules," "Minerva," Torso of the "Laocoon," Torso of "Venus of Milo."
  2. *Alto and Basso Relievo*.—"Victory," "Alcibiades and Aspasia," "Dancers," "Chimera bearing Rome," "Bacchante and Dionyssian Bull," "Bacchus and Ariadne," "Fawn and Panther," "Chariot Race."
  3. *Busts*.—"Diogenes," "Pericles," "Venus of Arles," "Venus of Milo," "Townley Muse," "Plato," "Farnese Hercules," Colossal "Jupiter," "Homer."
  4. *Masks*.—"Aristides," "Sleeping Fawn," "Apollo Belvidere," "Venus of Cnidus," "Dante," "Alexander," "Fawn of the Capitol," &c.

3d. *Examples of M. Angelo and Cellini.*—Figure from the Tomb of Lorenzo de Medici, Mask and Arm of Slave, Dog's Head.

4th. *Casts from Nature.*—Masks from Henry Quatre, Torso of a Man, Hands, Right Arm of a Man.

5th. *Extremities.*—Leg from Statue of "Silenus," Leg of Statue of Germanicus, Thigh of the "Laocoon," Colossal Hand from Statue of "St. Peter," Arm of "Milo."

6th. *Pompeian Frescoes*, models from paintings in the houses of Pompeii.

7th. *Architectural Studies.*

1. *The Five Orders of Architecture.*—Small Models.

2. *Friezes.*—Architrave of "Temple of Jupiter Stator," Frieze with Panthers from the "Ecole des Beaux Arts," Frieze from the Tomb of Henry VII.

3. *Mouldings.*—Talons of the Architrave and Entablature of the Temple of "Jupiter Stator," Torus from that of "Minerva Polias," Ornamental oves, &c.

4. *Byzantine Architecture.*—Capital of Column at Bonn, Column from St. Denis, Capital from Abbey of Benneford, Mounting Post, &c.

5. *Gothic Architecture.*—"Rosette Frieze," Jamb from "Ecole des Beaux Arts," Pilaster with Monk, Antæ from Notre Dame, Mouldings from Westminster, Gothic Panels from wood carving, "Ojees," &c., &c.

6. *Renaissance.*—Parts of a Pilaster. Second part of the same with Capitol, &c.

8th. *Study of Ornament.*—Reverse of Leaf, Minerva upon Scroll, Vine Mounting, Fragment of Foliage, Leaf from base of Column of Trajan, Ornamental Column, Ornamented Base.

#### V. TITLE TO PROPERTY, INCUMBRANCE, &c.

The said property is free from all incumbrances.

#### VI. OTHER ACADEMIC PROPERTY.

There is no other property belonging to the Academy than the lot, building, library and apparatus above described, except fuel, stationery and furniture, partly worn, the present value of which cannot be stated with certainty.

#### VII. DEBT.

The Academy is free from debt.

#### VIII. BOOKS AND APPARATUS COMPARED WITH CATALOGUES, &c.

All the books and articles of apparatus possessed by the Academy, have, since the date of the last Report, been, by or under the direction of the Board, carefully examined and compared with the original catalogues or inventories of the books and apparatus belonging to the Academy; and on such examination and comparison, all the books and apparatus belonging to the Academy, and which ought to be in its possession, were duly found to be in such possession, in good order and condition.

#### IX. SUMMARY STATEMENT.

Total value of Academic property, as heretofore described, is as follows ;

|                                                          |              |
|----------------------------------------------------------|--------------|
| Present value of Academy lot, buildings, furniture, &c.  | \$113,058 61 |
| Present value of Library (estimated),                    | 6,457 07     |
| Present value of Text Books (estimated),                 | 9,500 00     |
| Present value of Philosophical Apparatus (estimated),    | 7,910 57     |
| Present value of Casts, Models, &c. (estimated),         | 1,500 00     |
| Present value of Cabinet of Natural History (estimated), | 1,500 00     |
|                                                          | <hr/>        |
|                                                          | \$139,926 25 |

X., XI., XII. REVENUE AND EXPENDITURES OF THE FREE ACADEMY  
FROM THE 31ST DAY OF DECEMBER, 1854, TO THE 31ST DAY OF DECEMBER,  
1855, INCLUSIVE.

*On Account of Support.*

|                                                                                                  |             |             |
|--------------------------------------------------------------------------------------------------|-------------|-------------|
| Balance on hand for the support of the Free Academy on the first day of January, 1855, . . . . . | \$6 09      |             |
| Appropriated by the Board of Education for support and maintenance, for 1855, . . . . .          | 37,500 00   |             |
|                                                                                                  |             | <hr/>       |
|                                                                                                  |             | \$37,506 09 |
| Paid for Salaries, . . . . .                                                                     | \$33,741 27 |             |
| " Instruments and apparatus, . . . . .                                                           | 533 99      |             |
| " Chemicals, . . . . .                                                                           | 55 80       |             |
| " Printing . . . . .                                                                             | 678 11      |             |
| " Lighting the building, . . . . .                                                               | 40 20       |             |
| " Cleaning, . . . . .                                                                            | 196 60      |             |
| " Fuel, . . . . .                                                                                | 677 99      |             |
| " Binding books, . . . . .                                                                       | 187 50      |             |
| " Engraving, . . . . .                                                                           | 145 00      |             |
| " Printing Diplomas, . . . . .                                                                   | 194 37      |             |
| " Expenses of Commencement, . . . . .                                                            | 498 42      |             |
| " Postage, . . . . .                                                                             | 25 67       |             |
| " Supplies and incidental expenses, . . . . .                                                    | 58 60       |             |
|                                                                                                  |             | <hr/>       |
|                                                                                                  |             | \$37,033 52 |
|                                                                                                  |             | <hr/>       |
| Balance, . . . . .                                                                               |             | \$472 57    |
|                                                                                                  |             | <hr/>       |

*Depository Account.*

|                                                                                                                                      |                      |
|--------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| Appropriated by the Board of Education during the year for the purchase of Text Books and Stationery for the Free Academy, . . . . . | \$2,497 50           |
| Amount of Books, Stationery, &c., furnished the Free Academy from the Depository, for 1855, . . . . .                                | <hr/> 2,497 50 <hr/> |

*On account of Repairs and Fitting up.*

|                                                                                     |                   |
|-------------------------------------------------------------------------------------|-------------------|
| Balance on hand for repairs of the Free Academy, on the first day of January, 1855, | \$49 56           |
| Appropriated by the Board of Education during the year for repairs and fitting up,  | 4,500 00          |
|                                                                                     | <u>\$4,549 56</u> |

|                                                          |            |                   |
|----------------------------------------------------------|------------|-------------------|
| Paid for Repairs and Alteration of the Academy Building, | \$1,576 99 |                   |
| Repairs of Furnaces,                                     | 339 59     |                   |
| "    Furniture,                                          | 463 71     |                   |
| Apparatus (fitting up), and repairs to same,             | 277 35     |                   |
| Engraving Diploma plate,                                 | 350 00     | 3,007 64          |
|                                                          |            | <u>3,007 64</u>   |
| Balance,                                                 |            | <u>\$1,541 92</u> |

*Library.*

|                                                                                               |                 |
|-----------------------------------------------------------------------------------------------|-----------------|
| Balance on hand for the purchase of Library Books on the first of January, 1855,*             | \$119 23        |
| Received from the State Treasurer the distributive share of the Literature fund for the year, | 824 99          |
|                                                                                               | <u>\$944 22</u> |
| Paid for Library books, freight, expenses, &c.,                                               | 90 32           |
|                                                                                               | <u>90 32</u>    |
| Balance,                                                                                      | <u>\$853 90</u> |

## RECAPITULATION.

*Receipts.*

|                                  |        |                 |
|----------------------------------|--------|-----------------|
| Balance on account of Support,   | \$6 09 |                 |
| "    "    Repairs and fitting up | 49 56  |                 |
| "    "    Library,               | 119 23 |                 |
|                                  |        | <u>\$174 88</u> |

\* This includes a small balance of an appropriation heretofore made by the Board of Education.

|                                                      |           |             |
|------------------------------------------------------|-----------|-------------|
| Appropriations for Support, . . .                    | 37,500 00 |             |
| "        "    Depository (Text<br>Books, &c.,) . . . | 2,497 50  |             |
| "        "    Repairs and fit-<br>ting up, . . .     | 4,500 00  |             |
| Literature fund (from the State) . . .               | 824 99    | \$45,322 49 |
|                                                      |           | <hr/>       |
| Total Receipts,                                      |           | \$45,497 37 |

*Expenditures.*

|                                             |             |             |
|---------------------------------------------|-------------|-------------|
| On account of Support, . . .                | \$37,033 52 |             |
| "    of Depository (Text Books, &c.,) . . . | 2,497 50    |             |
| "    of Repairs and fitting up, . . .       | 3,007 64    |             |
| "    of Library, . . .                      | 90 32       |             |
|                                             |             | <hr/>       |
| Total Expenditures,                         |             | \$42,628 98 |

*Balances.*

|                                       |          |            |
|---------------------------------------|----------|------------|
| On account of Support, . . .          | \$472 57 |            |
| "    of Repairs and fitting up, . . . | 1,541 92 |            |
| "    of Library, . . .                | 853 90   |            |
|                                       |          | <hr/>      |
| Total Balances,                       |          | \$2,868 39 |

## XIII. MONEY RECEIVED FROM THE LITERATURE FUND.

The money received from the Literature Fund for the last year, together with all balances of such moneys received in former years, and suffered to remain on hand, unexpended, are accounted for as follows, viz.:—

|                                                                                                   |          |
|---------------------------------------------------------------------------------------------------|----------|
| Balance on hand, unexpended, received from the Re-<br>gents of the University of the State, . . . | \$44 68  |
| Received from the Regents, in 1855, being last ap-<br>propriation, . . .                          | 824 99   |
|                                                                                                   | <hr/>    |
| Total, . . .                                                                                      | \$869 67 |
| Expended for Library Books, during said period, . . .                                             | 25 00    |
|                                                                                                   | <hr/>    |
| Bal. of Literature Fund to be expended for Library Books, . . .                                   | \$844 67 |



**XIV. MONEY RAISED AND GRANTED FOR THE PURCHASE OF BOOKS  
AND APPARATUS.**

None, except as before mentioned.

**XV. DEPARTMENTS.**

The departments of instruction established and in practical operation in the Academy are—

Moral, Intellectual, and Political Philosophy.  
Latin and Greek Languages and Literature.  
Chemistry and Physics.  
Mathematics.  
Natural Philosophy.  
Civil Engineering.  
History and Belles-Lettres.  
English Language and Literature.  
French Language and Literature.  
Spanish Language and Literature.  
German Language and Literature.  
Drawing, and the Arts of Design.  
Descriptive Geometry, and Industrial Drawing.  
Natural History, Anatomy, Physiology, and Hygiene.

**XVI. TEACHERS.**

The whole number of Teachers employed in said Academy on the thirty-first day of December, 1855, was twenty-three.

NAMES OF INSTRUCTORS EMPLOYED IN THE ACADEMY, AND COMPENSATION  
PAID TO EACH.

| NAMES.                                                                                                          | Present<br>Annual<br>Compensation. | Paid during<br>1855 * |
|-----------------------------------------------------------------------------------------------------------------|------------------------------------|-----------------------|
| Horace Webster, LL.D., President of the Faculty, and Professor of Moral, Intellectual and Political Philosophy, | \$3000                             | \$3250                |
| John Jason Owen, D.D., Vice-Principal, and Professor of the Latin and Greek Languages and Literature,           | 2500                               | 2708 32               |
| Wolcott Gibbs, M.D., Professor of Chemistry and Physics,                                                        | 2000                               | 2166 63               |
| Gerardus Beekman Docharty, LL.D., Professor of Mathematics, and Secretary of the Faculty,                       | 2000                               | 2166 66               |
| John Augustus Nichols, A.M., Professor of Natural Philosophy,                                                   | 1750                               | 1895 86               |
| Joel Tyler Benedict, A.M., Professor of Civil Engineering,                                                      | 1750                               | 1895 85               |
| Charles Edward Anthon, A.M., Professor of History and Belles-Lettres,                                           | 1750                               | 1895 86               |
| John Graeff Barton, A.M., Professor of the English Language and Literature, and Librarian,                      | 2000                               | 2166 62               |
| Jean Roemer, A.M., Professor of the French Language and Literature,                                             | 1750                               | 1750                  |
| Augustin José Morales, A.M., Professor of the Spanish Language and Literature.                                  | 700                                | 758 34                |
| Theodor Gustav Glaubenskle, Professor of the German Language and Literature,                                    | 350                                | 379 18                |
| Paul Peter Duggan, N.A., Professor of Drawing and the Arts of Design,                                           | 1000                               | 1083 32               |
| Herman Joseph Aloys Kœrner, Ph. D., Professor of Descriptive Geometry and Industrial Drawing,                   | 1000                               | 1083 36               |
| Robert Ogden Doremus, M.D., Professor of Natural History, Anatomy, Physiology, and Hygiene,                     | 700                                | 758 35                |

\* Including salaries for December, 1854, not paid till the 15th of January, 1855.

| NAMES.                                                                                                   | Present Annual Compensation. | Paid during 1855.* |
|----------------------------------------------------------------------------------------------------------|------------------------------|--------------------|
| George Washington Huntsman, A.M., Assistant Professor of Moral, Intellectual and Political Philosophy,   | \$1000                       | \$1083 34          |
| Joseph Howard Palmer, A.M., Tutor in the department of Mathematics,                                      | 1000                         | 1083 37            |
| William Beinhauer Silber, A.M., Tutor in the department of the Latin and Greek Languages and Literature, | 1000                         | 1083 34            |
| Benjamin Arad Sheldon, A.B., Tutor in the department of Mathematics,                                     | 1000                         | 1083 37            |
| Robert Blenkiron, A.M., Tutor in the department of English Language and Literature,                      | 1000                         | 1083 34            |
| Alfred Compton, A.B., Tutor in the department of Mathematics,                                            | 600                          | 650 00             |
| John Hardy, A.B., Tutor in the department of the Latin and Greek Languages and Literature,               | 600                          | 650 00             |
| Hector Mudry, I. U. D., Tutor in the department of the French Language and Literature,                   | 1000                         | 658 29             |
| William Henry Abel, A.B., Tutor in the department of the Latin and Greek Languages and Literature.       | 400                          | 111 10             |

\* Including salaries for December, 1854, not paid till the 15th of January, 1855.

#### 4. *Department of History and Belles-Lettres.*

|              |                                                                          |
|--------------|--------------------------------------------------------------------------|
| History,     | Weber's Universal History.                                               |
| Antiquities, | { Anthon's Greek and Roman Anti-<br>quities.                             |
| Geography,   | { Anthon's Ancient and Mediæval<br>Geography.                            |
| Rhetoric,    | Day's Rhetoric.                                                          |
| Oratory,     | Marshall's Oratory.                                                      |
| "            | Lovell's U. S. Speaker.                                                  |
| Elocution,   | How's Elocutionist.                                                      |
| Atlas,       | { Mitchell's Ancient and Modern At-<br>las.<br>Johnson's National Atlas. |

#### 5. *Department of English Language.*

|                               |                                                      |
|-------------------------------|------------------------------------------------------|
| Dictionary,                   | Worcester's Dictionary.                              |
| "                             | Reid's Etymological Dictionary.                      |
| Synonymes,                    | Graham's Synonymes.                                  |
| Grammar,                      | General Principles of Grammar.                       |
| "                             | Fowler's English Grammar.                            |
| Outlines of Literature,       | Shaw's English Literature.                           |
| Compendium of Literature,     | { Cleveland's Compendium of Eng-<br>lish Literature. |
| Encyclopedia Eng. Literature, | Chambers.                                            |

#### 6. *Department of Modern Languages.*

|                  |                             |
|------------------|-----------------------------|
| FRENCH LANGUAGE, | Pinney and Badois' Grammar. |
| Grammar,         | Noël and Chapsal's "        |
| Reading Book,    | Roemer's Elementary Reader. |
| "                | " Second French Reader.     |
| "                | " Polyglot Reader.          |
| "                | " French Idioms.            |
| "                | Molière, Racine.            |
| "                | Bolmar's Perrin's Fables.   |
| "                | Choquet's Conversations.    |

|                            |                             |
|----------------------------|-----------------------------|
| Pronunciation,             | Vannier's Pronunciation.    |
| Dictionary,                | Dictionnaire de l'Académie. |
| "                          | Spiers and Surenne's.       |
| SPANISH LANGUAGE,          | Ollendorff's Grammar.       |
| "                          | Sales' Spanish "            |
| Dictionary,                | Neuman and Baretti's.       |
| Reading Book,              | Colmena Española.           |
| "                          | Ascargorta's History.       |
| "                          | Velasquez's Phrase-Book.    |
| "                          | Pizarro's " "               |
| "                          | Masdeu's Arte Poetica.      |
| "                          | Samaniego's Fables.         |
| "                          | Moratin's Comedies.         |
| "                          | Iriarte's Fables.           |
| "                          | Quintana's Lives.           |
| "                          | Don Quixote.                |
| GERMAN LANGUAGE (Grammar), | Woodbury's Grammar.         |
| Reading Book,              | German Exercises.           |
| "                          | Oltrogge's Lesebuch.        |
| "                          | Benedix Lustspiele.         |
| "                          | Schiller's Marie Stuart.    |
| "                          | Flaxman's Dialogues.        |
| Dictionary,                | Elwell's.                   |

#### 7. *Department of Natural Sciences.*

|                            |                                                |
|----------------------------|------------------------------------------------|
| Anatomy,                   | Lectures from Manikins, &c.                    |
| Chemistry (Principles of), | Renwick.                                       |
| Chemistry,                 | Liebig and Fowne's.                            |
| Introduction to Sciences,  | Chambers.                                      |
| Natural History,           | { Schoedler's and Medlock's Book of<br>Nature. |
| Physical Geography,        | Somerville.                                    |
| Geology,                   | Lyell.                                         |
| Mineralogy,                | Dana.                                          |
| Physiology,                | Carpenter.                                     |
| "                          | Lambert.                                       |

Lectures are delivered once a week to the Freshman Class, on popular applications of Chemistry. There are frequent exer-

cises in Composition and Declamation. Weekly Lectures are also delivered to the same class, in the Department of Natural Sciences.

Lectures on Popular Chemistry and the Natural Sciences are delivered weekly to the Sophomore Class. Frequent exercises in Composition and Oratory are also required.

Lectures on the Fine Arts, their history and application to manufactures and to decoration, are delivered to the Junior Class (first term). Themes and Forensic Discussions, and Original Declamations, are required as regular exercises from the Class ; and in the second term, Lectures are delivered on popular applications of Natural Philosophy.

The first term of the Senior, Lectures are delivered on Ancient and Modern Inventions, and the second term, weekly Lectures on the most Celebrated Constructions of Ancient and Modern times ; also, original Compositions and Declamations.

Lectures are also delivered, during the Academic year, on the Laws of Nations and the Constitution of the United States ; Intellectual and Moral Philosophy ; on the Formation and Structure of the Greek and Latin Languages ; on the History of the English Language and Literature ; and on the History and Formation of the French Language.

#### XVIII. NUMBER OF STUDENTS.

(A.) The whole number of students (including classical and all others) belonging to the Academy on the said thirty-first day of December, 1855, was five hundred and five.

(B.) The whole number of students (including classical and all others) who have been taught in the Academy during the said year ending on thirty-first day of December, 1855, was six hundred and eighty-eight.

(C.) The number of students belonging to the Academy on the said thirty-first day of December, 1855, or who belonged to it during a part of said year, and who are claimed by the Board to have pursued for four months or upwards of said year, classical studies, or the higher branches of an English education, or both, according to the true intent and meaning of the ordinance of the Regents, of the 20th of October, 1853, was six hundred and eleven.

A schedule of the names, ages, and studies of the said students so claimed by the said Board to have pursued classical studies, or the higher branches of English education, or both, is hereto annexed.

#### XIX. PRICES OR RATES OF TUITION.

The Institution being supported by the City, there is no charge made for tuition.

#### XX. ACADEMIC TERMS, VACATIONS, COMMENCEMENT, ETC.

The Academic year is divided into two terms, the first commencing on the first Wednesday in September, and ending the Friday preceding the first Monday of February ; the second, commencing at the end of the first examination (which continues eight days), and ends on the Tuesday before the fourth Wednesday of July in each year, on which day the Annual Commencement takes place. There are three vacations during the year—the Summer Vacation, from commencement, six weeks ; the Winter Vacation from the 25th day of December to the 1st day of January, inclusive ; and the Spring Vacation, from the last day of April, inclusive, one week.

According to a rule heretofore established by the Board of Education, the Academic year of this Institution ends on the *Tuesday before the fourth Wednesday of July* in each year, and on which day the Annual Commencement takes place.

There are no Academic exercises on Saturday of each week, on the day celebrated as the anniversary of American Independence, and on Thanksgiving day.

#### XXI. PRICES OF BOARD.

Students are not allowed to reside or board in the Academy ; they reside or board with their parents or guardians.

#### XXII. "NATURAL HISTORY OF NEW YORK."

The "Natural History of New York," in fifteen volumes, has been obtained for the Academy, pursuant to provisions of law,

from the Secretary of State. It continues, up to the date of this Report, to be the property of the Academy, and is now in its Library.

### XXIII. PHYSICAL EDUCATION.

No provisions are made for physical education, properly speaking.

#### *Instruction and Examinations.*

The departments of instruction remain the same as at the date of last Report; nor have any changes been made in the corps of Instructors, except an additional Tutor having been appointed in Department of Ancient Languages.

There are two examinations during the Academic year. The first, commencing on the first Monday of February, is held for the purpose of testing the capacity for advancement, and continues eight days. The second (for advancement), commencing on the fourth Monday before commencement, continues eight days, at the close of which candidates for admission are examined. These examinations are public, and no student is allowed to advance to the next class without being found qualified for such advancement. Students of the Introductory are not allowed to advance to the Freshman class unless they shall be *fourteen years of age* at the commencement of the next term, and are qualified in every other respect, according to the By-Laws of the Board.

The members of each class are examined by oral and written questions in the same study; and no desire, so far as the Board are advised, has been manifested to depart from this method. The arguments heretofore urged in favor of this system over that of an *exclusively oral* examination are considered as conclusive, and are referred to as containing the views of the Board, more at large, on the subject.

The admission of candidates takes place but once in the Academic year, and not semi-annually as heretofore; but candidates may be admitted at either of the regular examinations, to any of the classes, provided they comply with the terms for admission as to attendance at the common schools, proper age, shall pass the proper examination in the requisites for admission, and an examination, also, satisfactory to the Faculty, in the previous studies of the class or departments to which they wish to be admitted.



The examination of candidates for admission takes place immediately after the general examination in July, in each year, and continues at the same hours, from day to day, until concluded. No person is allowed to be present at this examination except the instructors in the Academy, members of the Board of Education, and other school officers; neither are the names of the candidates, or the schools from which they come, made known to the Instructors conducting the examination, but each candidate is designated during the examination by a number given to him on a card by the Principal.

#### *Course of Studies.*

The course of studies pursued in the Academy are the following, and are at the option of the students, viz.:

A full course with Ancient Languages.

A full course with Modern Languages.

A partial course, embracing any studies less than either of the full courses.

The choice of each student as to the course of studies he wishes to pursue, is required to be made in writing, and registered and filed at the Academy.

#### *Degrees.*

Two degrees are conferred on students graduating from the Academy—that of *Bachelor of Arts* on those who have pursued a full course with Ancient Languages, and that of *Bachelor of Sciences* on those who have pursued a full course with Modern Languages.

#### *Library.*

The Library contains a large collection of valuable and well-selected books, and is increasing by the additions being made to it, from time to time, from funds appropriated by the Regents of the University of the State of New York, from the Literature Fund.

Students of the Senior, Junior, Sophomore and Freshman classes are allowed to draw books from the Library on alternate Fridays during term time, under certain conditions. Those who

do not obtain *two-thirds* of the maximum, have received any demerit marks for misconduct, or have not been punctual in their attendance, are not entitled to receive books from the Library.

The Committee have the satisfaction to believe that in a few years the Academy will possess one of the most valuable College Libraries in the State. It contains many works which probably can be found in but few even of our public Libraries. The works are mostly of a scientific and general character, and contains a very limited number of a light and evanescent character. In selecting books for the Library particular reference is had to the wants both of the Instructors and Students.

## MEDALS AND TESTIMONIALS.

### THE PELL MEDAL.

In 1849, Duncan C. Pell, Esq., placed in the hands of Trustees \$500 to be invested and the income applied annually, forever, to procure a gold medal, to be awarded by them to the student in the Free Academy who shall have made the greatest proficiency in his general studies during the year.

#### *Present Trustees of the Fund.*

ERASTUS C. BENEDICT, Esq.,  
HORACE WEBSTER, LL.D.,  
SHEPHERD KNAPP, Esq.

### THE BURR MEDAL.

In 1850, Edwin Burr, Esq., created a similar trust for a gold medal, to be awarded annually, forever, to the best mathematician in the highest class in the Free Academy.

#### *Present Trustees of the Fund.*

HORACE WEBSTER, LL.D.,  
ERASTUS C. BENEDICT, Esq.,  
EDWARD L. BEADLE, M.D.

### THE CROMWELL MEDAL.

In 1850, Charles T. Cromwell, Esq., created a similar trust for a gold medal, to be awarded by the trustees annually, forever, to the best scholar in History and Belles-lettres in the Free Academy.

#### *Present Trustees of the Fund.*

HORACE WEBSTER, LL.D.,  
CHARLES EDWARD ANTHON, A.M.,  
ERASTUS C. BENEDICT, Esq.

## WARD MEDALS.

In 1853, Augustus H. Ward, by a deed of trust to the Executive Committee and the Principal of the Free Academy, and their successors in office, established the Ward Medals, viz.: twenty Bronze Medals, to be awarded, annually, at the Commencement, one for each of the subjects mentioned, to the student who shall have made the most proficiency therein, provided he shall have regularly pursued such study for not less than two months of the academic year then closing—a student gaining one medal not to be precluded from obtaining others at the same or subsequent examinations.

| No. | Subject to be engraved on the Medal. | No. | Subject to be engraved on the Medal. |
|-----|--------------------------------------|-----|--------------------------------------|
| A.  | Chemistry.                           | K.  | German.                              |
| B.  | History, Natural.                    | L.  | Oratory.                             |
| C.  | Philosophy, Natural.                 | M.  | Composition.                         |
| D.  | Philosophy, Moral.                   | N.  | Logic.                               |
| E.  | Law.                                 | O.  | Geography, &c.                       |
| F.  | English.                             | P.  | History.                             |
| G.  | Greek.                               | Q.  | Drawing.                             |
| H.  | Latin.                               | R.  | Algebra and Geometry.                |
| I.  | French.                              | S.  | Engineering.                         |
| J.  | Spanish.                             | T.  | Hygiene.                             |

## GOLD MEDALS.

The students to whom gold medals have been awarded since their establishment in the Academy, are the following, viz.:—

## THE PELL MEDAL.

|         |    |                        |
|---------|----|------------------------|
| In 1850 | to | JOHN HARDY.            |
| " 1851  | "  | JOHN HARDY.            |
| " 1852  | "  | CHARLES LORIN HOLT.    |
| " 1853  | "  | CLEVELAND J. CAMPBELL. |
| " 1854  | "  | WILLIAM HENRY ABEL.    |
| " 1855  | "  | ARTHUR McMULLEN.       |

## THE BURR MEDAL.

|         |    |                           |
|---------|----|---------------------------|
| In 1850 | to | EDWIN S. BABCOCK.         |
| " 1851  | "  | THEODORE BURROWES TILTON. |
| " 1852  | "  | ALFRED GEORGE COMPTON.    |
| " 1853  | "  | JOHN HARDY.               |
| " 1854  | "  | FRANCIS DEPAU MOULTON.    |
| " 1855  | "  | WILLIAM HENRY ABEL.       |

## THE CROMWELL MEDAL.

|         |    |                             |
|---------|----|-----------------------------|
| In 1851 | to | FRANKLIN SAMUEL RISING.     |
| " 1852  | "  | JAMES RANDOLPH BRANT.       |
| " 1853  | "  | WILLIAM HENRY ABEL.         |
| " 1854  | "  | CHARLES HENRY PRATT.        |
| " 1855  | "  | ROBERT ALEXANDER DONALDSON. |

## THE WARD MEDALS.

The *Ward Medals* have been awarded to the students named in the following list, viz.:

1853.

|                         |                            |          |
|-------------------------|----------------------------|----------|
| For Chemistry,          | to John Hardy,             | Class A. |
| " Natural History,      | " James Weir Mason,        | " C.     |
| " Natural Philosophy,   | " John Hardy,              | " A.     |
| " Moral Philosophy,     | " Charles Lorin Holt,      | " A.     |
| " English,              | " John Hardy,              | " A.     |
| " Greek,                | " William Bancker,         | " B..    |
| " Latin,                | " Francis Depau Moulton,   | " B.     |
| " French,               | " Nicholas Cropsey Miller, | " D.     |
| " Spanish,              | " Eugene Douglass,         | " B.     |
| " German,               | " John Hardy,              | " A.     |
| " Composition,          | " John Hardy,              | " A.     |
| " Logic,                | " Charles Lorin Holt,      | " A.     |
| " Astronomy,            | " John Hardy,              | " A.     |
| " History,              | " Alwin Alonzo Alvord,     | " C.     |
| " Drawing,              | " James Rich Steers,       | " A.     |
| " Algebra and Geometry, | " William Henry Abel,      | " C.     |
| " Engineering,          | " Alfred George Compton,   | " A.     |
| " Oratory,              | " Benjamin Stuart Rayner,  | " A.     |

1854.

|                       |                                          |
|-----------------------|------------------------------------------|
| For Chemistry,        | to Joseph Robert Anderson, Senior Class. |
| " Natural History,    | " Charles Henry Pratt, Sophomore Class.  |
| " Natural Philosophy, | " Edmund Belfour, Senior Class.          |
| " Moral Philosophy,   | " William Henry Abel, Junior Class.      |
| " Law,                | " Joseph Robert Anderson, Senior Class.  |
| " English,            | " William Henry Abel, Junior Class.      |
| " Greek,              | " William Henry Abel, Junior Class.      |
| " Latin,              | " James Weir Mason, Junior Class.        |
| " French,             | " Adolph Werner, Freshman Class.         |
| " Spanish,            | " John Macauley Nixon, Junior Class.     |
| " German,             | " George White, Senior Class.            |

|                            |                                           |
|----------------------------|-------------------------------------------|
| For Oratory,               | to Edmund Belfour, Senior Class.          |
| “ Composition,             | “ James Weir Mason, Junior Class.         |
| “ Logic,                   | “ George Edward Post, Senior Class.       |
| “ Geography,               | “ William Henry Abel, Junior Class.       |
| “ History,                 | “ Arthur McMullen, Sophomore Class.       |
| “ Drawing,                 | “ Russel Sturgis, Jr., Sophomore Class.   |
| “ Algebra & Geom-<br>etry, | “ Benj. Ellis Martin, Introductory Class. |
| “ Engineering,             | “ Rodney Glentworth Kimball, Sen. Class.  |
| “ Hygiene,                 | “ Walter McFarland, Introductory Class.   |

## 1855.

|                         |                                        |
|-------------------------|----------------------------------------|
| For Chemistry,          | to William Henry Abel, Senior Class.   |
| “ Natural History,      | “ Salem Dutcher, Sophomore Class.      |
| “ “ Philosophy,         | “ Franklin Samuel Rising, Jr. Class.   |
| “ Moral Philosophy,     | “ Franklin Samuel Rising, Jr. Class.   |
| “ Law,                  | “ William Henry Abel, Senior Class.    |
| “ English,              | “ Franklin Samuel Rising, Jr. Class.   |
| “ Greek,                | “ Arthur McMullen, Junior Class.       |
| “ Latin,                | “ Charles Henry Pratt, Junior Class.   |
| “ French,               | “ James Weir Mason, Senior Class.      |
| “ Spanish,              | “ Adolph Werner, Sophomore Class.      |
| “ German,               | “ Luis Fernandez, Senior Class.        |
| “ Oratory,              | “ Chas. H. Kitchel, Sophomore Class.   |
| “ Composition,          | “ Charles Henry Pratt, Junior Class.   |
| “ Logic,                | “ David G. Fanning, Sophomore Class.   |
| “ Astronomy,            | “ Arthur McMullen, Junior Class.       |
| “ History,              | “ Smith Bloomfield, Sophomore Class.   |
| “ Drawing,              | “ Reuben Parsons, Sophomore Class.     |
| “ Algebra and Geometry, | “ Oscar B. Ireland, Introduct'y Class. |
| “ Engineering,          | “ William Henry Abel, Senior Class.    |
| “ Hygiene,              | “ Oscar B. Ireland, Introduct'y Class. |

## MONEY PRIZES.

1854.

A gentleman presented the necessary funds, for the purpose of awarding the following prizes, at the Commencement in 1854 :

1. A prize of one hundred dollars to the student who received the highest number of the medals now established at the Academy.
2. A prize of twenty dollars to the student who received the second highest number.
3. An additional prize of five dollars for each medal, to every student who received more than one.

Accordingly the prizes were awarded as follows :

*The highest prize, and four prizes mentioned under No. 3, were awarded*

To WILLIAM HENRY ABEL, Junior Class.

No one being entitled to the second prize, it was distributed among the following students, each of whom had received one of the medals mentioned under No. 3 :

To JAMES WEIR MASON, Junior Class.

" JOSEPH ROBERT ANDERSON, Senior Class.

" CHARLES HENRY PRATT, Sophomore Class.

" EDMUND BELFOUR, Senior Class.

1855.

At the close of the second Term, in July, a citizen presented the necessary funds to award money-prizes, on the same terms as at the last Commencement.

Agreeably to the conditions set forth above, prizes were awarded as follows :



*The highest prize, and three prizes mentioned under No. 3, were awarded*

TO WILLIAM HENRY ABEL, Senior Class.

*Two prizes mentioned under No. 2, were awarded*

TO ARTHUR McMULLEN, Junior Class.

" FRANKLIN SAMUEL RISING, Junior Class.

*Two prizes mentioned under No. 3, were awarded*

TO CHARLES HENRY PRATT, Junior Class.

" OSCAR BROWN IRELAND, Introductory Class.

#### PRIZE SPEAKING.

In 1852, Erastus C. Benedict, Esq., then President of the Board of Education, offered a prize for excellence in *Public Speaking*, to be called the "PRIZE OF THE PRESIDENT OF THE BOARD OF EDUCATION." The speakers contending for the prize to be selected from the three higher classes, respectively, two from each class, and to be chosen by ballot by their fellow-students, and the six so chosen to be the only competitors for the prize. They are to speak selected pieces, and the speaking to be a part of the proceedings of Commencement; the prize to be awarded by a committee of gentlemen having no relation to the Academy, selected by the donor. The award to be announced on the day of the annual Commencement. The successive Presidents of the Board have offered prizes in accordance with the foregoing conditions.

The following are the names of the students to whom have been awarded prizes :

In 1852 to NICHOLAS HAZARD BABCOCK, Jr., a copy of the collected Miscellanies of Macaulay.

" 1853 " NICHOLAS HAZARD BABCOCK, Jr., a copy of the works of Edmund Burke.

In 1854 to RUSSELL RAYMOND, a copy of the collected works of Daniel Webster.

" 1855 " SAMUEL BOARDMAN HOUSE, a copy of Lord Bacon's works.

In 1855 a gentleman of this city being desirous of promoting the interests of the Academy, and of advancing the cause of learning, offered a "*Prize to the best Declaimer of a selected Poem,*" the competitors to be selected, one from each of the three higher classes, by the students of said classes respectively, to which they belong ; the exercise to form part of the Commencement, and to take place at the same time as the speaking for the " Prize of the President of the Board of Education," and the award to be made by the Committee designated for the prize in prose speaking. The prize to be awarded annually.

Agrecably to the conditions set forth above, the Committee awarded the prize.

To RUSSELL RAYMOND, a copy of Griswold's Republican Court.

## GRADUATING CLASS OF 1855.

The following list contains the names of those students who graduated at the Commencement, 1855, those who received degrees, &c.:

- |                                |                                |
|--------------------------------|--------------------------------|
| 1 Abel, William Henry.         | 17 Hayes, Charles Gregory.     |
| 2 Adams, William Menzies.      | 18 House, Samuel Boardman.     |
| 3 Allendorff, Charles Wesley.  | 19 Jessop, Samuel.             |
| 4 Alvord, Alwin Alonzo.        | 20 Keyser, Robert Blair.       |
| 5 Babcock, Hamlin.             | 21 Kimball, Warren Woods.      |
| 6 Baldwin, Simeon, Jr.         | 22 Lee, Benjamin Franklin, Jr. |
| 7 Bayles, Lewis Condit.        | 23 Macfarlane, Hugh, Jr.       |
| 8 Brinkerhoff, Walter.         | 24 Mason, Francis Asbury.      |
| 9 Church, Elihu Dwight.        | 25 Mason, James Weir.          |
| 10 Cole, William Madison.      | 26 Post, Henry Albertson.      |
| 11 Daly, Charles.              | 27 Raymond, Russell.           |
| 12 DeCamp, William Henry.      | 28 Rowell, Alfred.             |
| 13 Fernandez, Luis.            | 29 Saunders, Thorndyke F.      |
| 14 Gardner, Andrew Jackson.    | 30 Searle, Dayton Wyckoff.     |
| 15 Grant, James Henderson.     | 31 Wight, Peter Bonnett.       |
| 16 Greenfield, George Jackson. | 32 Wightman, Charles Stephen.  |
| 33 Rodney Glentworth Kimball.* |                                |

All of the abovenamed young gentlemen received the degree of *Bachelor of Arts*, except Nos. 6, 14 and 17.

No. 6 having pursued a full course with modern languages, received the degree of *Bachelor of Sciences*.

No. 14 having been absent, on account of sickness, for some time, received no degree.

No. 17 having pursued a partial course, received an *honorable testimonial*.

## GRADUATING CLASS OF 1853.

|                              |                      |
|------------------------------|----------------------|
| Birdsall, George Woodbridge, | Hardy, John,         |
| Brant, James Randolph,       | Holt, Charles Lorin, |

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\* Mr. Kimball graduated with the Class of 1854, receiving the Degree of *Bachelor of Sciences*, and in 1855 received the full Degree of *Bachelor of Arts*.

|                          |                           |    |
|--------------------------|---------------------------|----|
| Clark, George,           | Hubbell, Charles Wheeler, |    |
| Compton, Alfred George,  | Rayner, Benjamin Stuart,  |    |
| Corwin, Edward Tanjore,  | Seligman, Isaac,          |    |
| Donahue, John Henry,     | Sparrow, George,          |    |
| Gray, Giles Hubbard,     | Steers, James Rich,       |    |
| Grout, Thomas Jefferson, | Ward, Elijah,             |    |
|                          | Wightman, James Stillman. | 17 |

GRADUATING CLASS OF 1854.

|                             |                            |    |
|-----------------------------|----------------------------|----|
| Anderson, Joseph Robert,    | Little, James Andrew, Jr., |    |
| Belfour, Edmund,            | Moulton, Francis Depau,    |    |
| Cruikshank, William,        | Nixon George,              |    |
| Denny, John Tappan,         | Post, George Edward,       |    |
| Donahue, James Michael,     | Velsor, Joseph Alexander,  |    |
| Douglass, Eugene,           | Walsh, De Witt Clinton,    |    |
| Duncan, Peter Hopkins,      | Weir, Robert Fulton,       |    |
| Forbes, John McLachlan,     | White, Charles Belden,     |    |
| Gray, William Neill,        | White, George,             |    |
| Kimball, Rodney Glentworth, | Wightman, Edward King.     | 20 |

RESIDENT GRADUATES.

ADAMS, WILLIAM MENZIES, A.B.  
 BAYLES, LEWIS CONDUCT, A.B.  
 BRINKERHOFF, WALTER, A.B.  
 CHURCH, ELIHU DWIGHT, A.B.  
 DOUGLASS, EUGENE, B.S.  
 LITTLE, JAMES ANDREW, Jr., A.B.  
 LEE, BENJAMIN FRANKLIN, Jr., A.B.  
 MASON, JAMES WEIR, A.B.  
 POST, HENRY ALBERTSON, A.B.  
 SEARLE, DAYTON WYCKOFF, A.B.  
 WHITE, CHARLES BELDEN, A.B.  
 WIGHT, PETER BONNETT, A.B.

## EXAMINATION FOR ADVANCEMENT.

The examination of students for advancement, February, 1855, was conducted in accordance with the rule recently adopted by the Board (and to which reference has been made), and resulted as follows, viz.:

The Senior Class consisted of 33 students, all of whom were advanced.

The Junior Class consisted of 30 students, all of whom were advanced.

The Sophomore Class consisted of 38 students, all of whom were advanced.

The Freshman Class consisted of 60 students, all of whom were advanced.

The Introductory Class consisted of 189 students, all of whom were advanced.

The examination of students for advancement, Second Academic Term, (July 2d to 12th,) was conducted in the same manner as the previous examination, and the following is the result :

The Senior Class consisted of 32 students, of whom 31 were graduated.

The Junior Class consisted of 27 students, of whom 21 were advanced, and 6 not advanced.

The Sophomore Class consisted of 34 students, of whom 27 were advanced, and 7 not advanced.

The Freshman Class consisted of 53 students, of whom 39 were advanced, and 14 not advanced.

The Introductory Class consisted of 152 students, of whom 82 were advanced, and 70 not advanced.

## EXAMINATION FOR ADMISSION.

The examination for the admission of students to the Free Academy commenced July 12th, and ended July 20th, 1855. *Three hundred and sixty-five* candidates were presented for examination from the various Grammar Schools of the city, of whom

|                          |     |
|--------------------------|-----|
| There were admitted,     | 323 |
| And there were rejected, | 42  |

Of those admitted at the July examination, two hundred (200) chose the study of the Ancient Languages, and one hundred and twenty-three (123) chose the study of the Modern Languages.

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SCHEDULE I. shows the number of students admitted and rejected from each school, at each examination, from the organization of the Academy, in 1849, to date.

SCHEDULE II. shows the number of students examined, admitted and rejected ; the number of those who chose the Ancient and Modern Languages ; the average age of the students, and the average time spent in the Public Schools, for each term.

SCHEDULE III. is a list of the names of the students admitted to the Introductory Class, July, 1855; their respective ages; the time in Public Schools, and the names of their Parents and Guardians.

## SCHEDULE I.

*Showing the Number of Candidates Admitted and Rejected from each School, from February, 1849, to July, 1855, inclusive, as the Schools are now numbered and designated.*

| School No. | 1849. |    |       |    | 1850. |    |       |    | 1851. |    |       |    | 1852. |    |       |    | 1853. |    | 1854. |    | 1855. |    | TOTAL. |    |
|------------|-------|----|-------|----|-------|----|-------|----|-------|----|-------|----|-------|----|-------|----|-------|----|-------|----|-------|----|--------|----|
|            | Feb.  |    | July. |    | Feb.  |    | July. |    | Jan.  |    | July. |    | Jan.  |    | July. |    | July. |    | July. |    | July. |    |        |    |
|            | A.    | R. | A.    | R. | A.    | R. | A.    | R. | A.    | R. | A.    | R. | A.    | R. | A.    | R. | A.    | R. | A.    | R. | A.    | R. |        |    |
| 1          | 1     | 1  | 0     | 0  | 3     | 1  | 3     | 2  | 1     | 1  | 2     | 0  | 0     | 0  | 5     | 0  | 0     | 0  | 0     | 0  | 7     | 1  | 22     | 6  |
| 2          | 3     | 7  | 1     | 4  | 1     | 4  | 2     | 1  | 0     | 0  | 1     | 5  | 2     | 0  | 0     | 6  | 2     | 0  | 2     | 0  | 6     | 0  | 20     | 27 |
| 3          | 3     | 3  | 3     | 6  | 0     | 0  | 2     | 0  | 1     | 4  | 2     | 0  | 0     | 7  | 2     | 1  | 0     | 0  | 0     | 0  | 7     | 1  | 20     | 22 |
| 4          | 2     | 0  | 1     | 1  | 0     | 0  | 1     | 0  | 0     | 0  | 2     | 1  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 1     | 0  | 7      | 2  |
| 5          | 3     | 3  | 0     | 2  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 3      | 5  |
| 6          | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0      | 0  |
| 7          | 12    | 3  | 1     | 5  | 1     | 0  | 3     | 0  | 0     | 5  | 3     | 0  | 11    | 3  | 4     | 9  | 9     | 0  | 0     | 0  | 7     | 1  | 51     | 26 |
| 8          | 7     | 13 | 6     | 3  | 2     | 13 | 6     | 3  | 10    | 9  | 3     | 2  | 1     | 3  | 0     | 1  | 1     | 1  | 2     | 0  | 2     | 0  | 40     | 48 |
| 9          | 0     | 1  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0      | 1  |
| 10         | 2     | 3  | 0     | 0  | 0     | 1  | 0     | 1  | 0     | 1  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 3  | 1     | 5  | 0     | 10 | 7      | 4  |
| 11         | 0     | 0  | 0     | 3  | 0     | 1  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 7     | 0  | 7      | 4  |
| 12         | 1     | 0  | 0     | 0  | 0     | 2  | 0     | 1  | 1     | 2  | 3     | 0  | 0     | 4  | 0     | 0  | 0     | 2  | 0     | 5  | 2     | 12 | 11     | 1  |
| 13         | 2     | 6  | 1     | 0  | 1     | 1  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 3     | 4  | 0     | 0  | 0     | 1  | 0     | 0  | 7      | 12 |
| 14         | 6     | 1  | 3     | 3  | 5     | 4  | 4     | 4  | 3     | 1  | 3     | 2  | 1     | 0  | 1     | 1  | 3     | 0  | 3     | 0  | 11    | 1  | 43     | 17 |
| 15         | 9     | 3  | 1     | 2  | 2     | 7  | 3     | 0  | 3     | 0  | 0     | 0  | 0     | 1  | 0     | 5  | 1     | 0  | 2     | 0  | 0     | 0  | 21     | 18 |
| 16         | 1     | 4  | 1     | 3  | 2     | 2  | 0     | 0  | 0     | 0  | 0     | 0  | 1     | 1  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 5      | 10 |
| 17         | 0     | 6  | 0     | 1  | 0     | 0  | 0     | 0  | 0     | 0  | 5     | 5  | 11    | 12 | 8     | 15 | 15    | 1  | 9     | 1  | 19    | 2  | 67     | 48 |
| 18         | 2     | 4  | 0     | 2  | 0     | 0  | 0     | 2  | 2     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 3     | 0  | 7     | 0  | 14     | 8  |
| 19         | 15    | 10 | 6     | 7  | 1     | 5  | 2     | 2  | 9     | 1  | 6     | 5  | 10    | 2  | 0     | 2  | 7     | 0  | 4     | 2  | 4     | 8  | 64     | 44 |
| 20         | 17    | 5  | 7     | 7  | 9     | 3  | 8     | 4  | 9     | 2  | 10    | 10 | 6     | 9  | 0     | 0  | 2     | 0  | 5     | 0  | 6     | 0  | 79     | 40 |
| 21         | 0     | 11 | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 1     | 3  | 3     | 0  | 2     | 0  | 2     | 6  | 8      | 20 |
| 22         | 2     | 2  | 0     | 3  | 1     | 1  | 0     | 0  | 1     | 0  | 1     | 2  | 0     | 2  | 0     | 0  | 4     | 0  | 0     | 0  | 0     | 0  | 9      | 10 |
| 23         | 4     | 1  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 1  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 4      | 2  |
| 24         | 0     | 0  | 1     | 0  | 0     | 0  | 0     | 3  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 1  | 2     | 0  | 3      | 4  |
| 25         | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0      | 0  |
| 26         | 3     | 3  | 1     | 1  | 2     | 2  | 2     | 0  | 1     | 0  | 0     | 1  | 1     | 0  | 2     | 2  | 1     | 0  | 3     | 0  | 0     | 0  | 16     | 9  |

**SCHEDULE I.—Continued.**

| School No. | 1849. |     |       |    | 1850. |    |       |    | 1851. |    |       |    | 1852. |    |       |     | 1853. |    | 1854. |    | 1855. |      | TOTAL. |  |
|------------|-------|-----|-------|----|-------|----|-------|----|-------|----|-------|----|-------|----|-------|-----|-------|----|-------|----|-------|------|--------|--|
|            | Feb.  |     | July. |    | Feb.  |    | July. |    | Jan.  |    | July. |    | Jan.  |    | July. |     | July. |    | July. |    | July. |      |        |  |
|            | A.    | R.  | A.    | R. | A.    | R. | A.    | R. | A.    | R. | A.    | R. | A.    | R. | A.    | R.  | A.    | R. | A.    | R. | A.    | R.   |        |  |
|            |       |     |       |    |       |    |       |    |       |    |       |    |       |    |       |     |       |    |       |    |       |      |        |  |
| 27         | 0     | 0   | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0   | 0     | 0  | 0     | 0  | 0     | 0    |        |  |
| 28         | 2     | 3   | 3     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0   | 0     | 6  | 0     | 0  | 0     | 0    |        |  |
| 29         | 6     | 3   | 7     | 3  | 2     | 4  | 4     | 3  | 4     | 4  | 7     | 6  | 6     | 5  | 0     | 0   | 0     | 0  | 0     | 3  | 0     | 39   |        |  |
| 30         | 0     | 0   | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0   | 0     | 0  | 0     | 0  | 0     | 0    |        |  |
| 31         | 0     | 9   | 0     | 0  | 3     | 3  | 6     | 2  | 3     | 0  | 2     | 1  | 2     | 0  | 1     | 0   | 4     | 0  | 3     | 0  | 3     | 0    |        |  |
| 32         | 1     | 1   | 0     | 0  | 0     | 2  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0   | 0     | 0  | 0     | 0  | 0     | 1    |        |  |
| 33         | 1     | 1   | 0     | 1  | 0     | 5  | 0     | 0  | 0     | 0  | 0     | 4  | 2     | 3  | 2     | 4   | 1     | 0  | 1     | 0  | 4     | 0    |        |  |
| 34         | 8     | 7   | 3     | 3  | 0     | 0  | 0     | 0  | 1     | 2  | 4     | 5  | 1     | 1  | 2     | 6   | 3     | 1  | 5     | 0  | 6     | 0    |        |  |
| 35         | 27    | 9   | 7     | 13 | 11    | 9  | 28    | 3  | 32    | 12 | 40    | 3  | 29    | 6  | 44    | 45  | 47    | 1  | 41    | 5  | 63    | 18   |        |  |
| 36         | 1     | 0   | 3     | 3  | 1     | 0  | 0     | 1  | 0     | 0  | 0     | 0  | 0     | 0  | 0     | 0   | 0     | 0  | 0     | 0  | 0     | 5    |        |  |
| 37         | 0     | 0   | 0     | 0  | 1     | 1  | 1     | 2  | 0     | 3  | 1     | 0  | 0     | 0  | 0     | 0   | 0     | 0  | 0     | 1  | 0     | 4    |        |  |
| 38         | 0     | 4   | 2     | 0  | 3     | 3  | 2     | 2  | 7     | 5  | 8     | 5  | 9     | 5  | 4     | 1   | 5     | 0  | 3     | 1  | 4     | 0    |        |  |
| 39         | 0     | 0   | 0     | 2  | 1     | 0  | 0     | 0  | 0     | 0  | 0     | 2  | 0     | 0  | 2     | 2   | 2     | 0  | 0     | 0  | 5     | 0    |        |  |
| 40         | 0     | 0   | 0     | 0  | 0     | 0  | 4     | 2  | 17    | 0  | 19    | 1  | 13    | 3  | 3     | 29  | 6     | 19 | 0     | 23 | 0     | 53   |        |  |
| 41         |       |     |       |    |       |    |       |    |       |    |       |    | 13    | 3  | 0     | 0   | 0     | 0  | 0     | 0  | 0     | 177  |        |  |
| 42         |       |     |       |    |       |    |       |    | 8     | 5  |       |    | 24    | 2  |       |     | 12    | 4  | 10    | 0  | 23    | 1    |        |  |
| 43         |       |     |       |    |       |    |       |    |       |    |       |    |       |    | 0     | 3   |       | 0  | 0     | 0  | 6     | 0    |        |  |
| 44         |       |     |       |    |       |    |       |    |       |    |       |    |       |    | 0     | 0   |       | 0  | 0     | 0  | 0     | 0    |        |  |
| 45         |       |     |       |    |       |    |       |    |       |    |       |    |       |    | 0     | 0   |       | 7  | 0     | 9  | 0     | 36   |        |  |
| 46         | 2     | 2   |       |    |       |    |       |    |       |    |       |    |       |    | 9     | 6   | 14    | 0  | 27    | 2  | 34    | 0    |        |  |
|            |       |     |       |    |       |    |       |    |       |    |       |    |       |    |       |     |       |    |       |    | 0     | 0    |        |  |
|            | 143   | 129 | 58    | 78 | 52    | 74 | 81    | 38 | 105   | 53 | 130   | 65 | 130   | 69 | 131   | 126 | 160   | 4  | 173   | 14 | 323   | 42   |        |  |
|            |       |     |       |    |       |    |       |    |       |    |       |    |       |    |       |     |       |    |       |    |       | 1486 |        |  |

## RECAPITULATION.

| DATES.                | ADMITTED. | REJECTED. | TOTAL. |
|-----------------------|-----------|-----------|--------|
| February, 1849, ..... | 143       | 129       | 272    |
| July, " .....         | 58        | 78        | 136    |
| February, 1850, ..... | 52        | 74        | 126    |
| July, " .....         | 81        | 38        | 119    |
| January, 1851, .....  | 105       | 53        | 158    |
| July, " .....         | 130       | 65        | 195    |
| January, 1852, .....  | 130       | 69        | 199    |
| July, " .....         | 131       | 126       | 257    |
| July, 1853, .....     | 160       | 4         | 164    |
| July, 1854, .....     | 178       | 14        | 187    |
| July, 1855, .....     | 323       | 42        | 365    |
|                       | 1486      | 692       | 2178   |



## SCHEDULE II.

*Showing the Number of Students of the Free Academy who were Examined, Rejected, and Admitted, and the Number who chose the Ancient and Modern Languages, with the average Age of the Students and the average time spent in the Common Schools, for each Term.*

| TERM.                     | Examined. | Rejected. | Admitted. | Chose Ancient Languages. | Chose Modern Languages. | Average Age. | Average time of attendance in Common Schools. |
|---------------------------|-----------|-----------|-----------|--------------------------|-------------------------|--------------|-----------------------------------------------|
|                           |           |           |           |                          |                         | Y. M. D.     | Y. M. D.                                      |
| February, 1849, . . . . . | 272       | 129       | 143       | 96                       | 47                      | 13 10 4      | 3 2 15                                        |
| July, " . . . . .         | 136       | 78        | 58        | 50                       | 8                       | 14 3 5       | 3 3 0                                         |
| February, 1850, . . . . . | 126       | 74        | 52        | 37                       | 15                      | 14 0 0       | 2 10 0                                        |
| July, " . . . . .         | 119       | 38        | 81        | 60                       | 21                      | 14 0 18      | 2 10 3                                        |
| January, 1851, . . . . .  | 158       | 53        | 105       | 78                       | 27                      | 13 0 6       | 2 4 16                                        |
| July, " . . . . .         | 195       | 65        | 130       | 101                      | 29                      | 14 0 6       | 2 7 7                                         |
| January, 1852, . . . . .  | 199       | 69        | 130       | 96                       | 34                      | 13 11 15     | 2 4 6                                         |
| July, " . . . . .         | 257       | 126       | 131       | 80                       | 51                      | 13 10 0      | 2 3 11                                        |
| July, 1853, . . . . .     | 164       | 4         | 160       | 110                      | 50                      | 14 3 8       | 3 4 27                                        |
| July, 1854, . . . . .     | 187       | 14        | 173       | 123                      | 50                      | 13 7 12      | 3 2 25                                        |
| July, 1855, . . . . .     | 365       | 42        | 323       | 200                      | 123                     | 14 3 10      | 3 3 29                                        |
|                           | 2178      | 692       | 1486      | 1031                     | 455                     | 14 0 29½     | 3 1 00                                        |

## SCHEDULE III.

*Containing a List of the Students admitted to the Introductory Class, July, 1855; their respective Ages; the Time in the Public Schools; and the Names of their Parents and Guardians.*

| NAMES.                    | Age.     | Time in Public Schools. |    |    | Names of Parents and Guardians. |
|---------------------------|----------|-------------------------|----|----|---------------------------------|
|                           |          | Y.                      | M. | D. |                                 |
| Abbe, Walter,             | 14 1 0   | 5                       | 8  | 0  | George W. Abbe                  |
| Abraham, James Clark,     | 14 9 20  | 8                       | 1  | 24 | Caroline Abraham                |
| Acherson, James Joseph,   | 13 9 0   | 1                       | 4  | 0  | James J. Acherson               |
| Adams, William Henry,     | 13 6 10  | 8                       | 4  | 0  | Mrs. B. Adams                   |
| Allison, Alfred Morgan,   | 14 11 0  | 5                       | 2  | 27 | John Allison                    |
| Allen, Aaron Combs,       | 12 9 15  | 1                       | 8  | 10 | Samuel F. Allen                 |
| Allen, William Henry,     | 18 8 20  | 1                       | 2  | 16 | George Allen                    |
| Amelung, Adolph L.        | 15 1 0   | 2                       | 1  | 0  | J. A. Amelung                   |
| Andariese, James,         | 13 1 7   | 4                       | 0  | 0  | Matilda Andariese               |
| Ankers, John Henry,       | 13 0 0   | 2                       | 7  | 0  | John Ankers                     |
| Baker, Edward Lyman,      | 13 0 0   | 1                       | 10 | 0  | Lyman E. Baker                  |
| Bendernagel, John J.,     | 14 4 27  | 3                       | 2  | 0  | John Bendernagel                |
| Beiser, John,             | 14 5 0   | 5                       | 10 | 0  | Andrew Beiser                   |
| Belden, William Henry,    | 12 11 21 | 8                       | 8  | 0  | William Belden                  |
| Berryman, John, Jr.,      | 13 2 2   | 5                       | 8  | 0  | John Berryman                   |
| Bloomfield, John Croes,   | 13 5 20  | 2                       | 9  | 11 | William Bloomfield              |
| Blun, Luis,               | 13 7 00  | 8                       | 2  | 2  | N. Blun                         |
| Blythe, Andrew,           | 13 0 8   | 5                       | 9  | 0  |                                 |
| Bogart, Duncan,           | 14 5 21  | 6                       | 8  | 3  | R. Bogart                       |
| Book, George, Wash'n,     | 13 8 10  | 3                       | 4  | 19 | Henry Book                      |
| Bradley, Edward A.,       | 13 7 27  | 2                       | 0  | 0  | Edward Bradley                  |
| Brady, William Pierce,    | 13 8 17  | 4                       | 7  | 2  | Harriet Childs                  |
| Brewster, Frederick,      | 13 8 0   | 3                       | 9  | 0  | S. A. Brewster                  |
| Briggs, Benjamin Mills,   | 18 1 26  | 3                       | 11 | 4  | John H. Briggs                  |
| Briggs, S. Stebbins, Jr., | 14 4 0   | 3                       | 9  | 11 | Isaac V. Briggs                 |
| Brinkerhoof, Charles C.,  | 14 6 15  | 4                       | 3  | 0  | Mrs. H. B. Brinkerhoff          |
| Brown, Frederick James,   | 12 9 4   | 2                       | 0  | 0  | J. V. Brown                     |
| Brown, John Winans,       | 12 10 0  | 4                       | 7  | 2  | John Brown                      |
| Buckmaster, John W.,      | 14 3 6   | 5                       | 0  | 0  | T. H. Buckmaster                |
| Burger, Charles Edward,   | 15 4 4   | 4                       | 3  | 0  | Charles Burger                  |
| Butcher, John Henry,      | 13 1 0   | 2                       | 3  | 18 | John H. Butcher                 |
| Byrne, William Patrick,   | 14 8 0   | 4                       | 2  | 26 | Peter Byrne                     |
| Candler, Flaman Ball,     | 16 7 8   | 2                       | 5  | 0  | John Candler                    |
| Cannon, Madison Mott,     | 15 7 0   | 1                       | 8  | 28 | Madison Cannon                  |
| Cannon, William John,     | 13 8 0   | 3                       | 0  | 0  | William Cowen                   |
| Carpenter, Jas. Edmund,   | 12 11 1  | 3                       | 1  | 24 | Wright Carpenter                |
| Carroll, Charles Henry,   | 14 9 0   | 1                       | 4  | 0  | Mrs. Elizabeth Carroll          |
| Cassedy, Wm. Anthony,     | 18 10 28 | 4                       | 7  | 2  | John Cassedy                    |
| Cavenaugh, Wm. Derby,     | 13 9 29  | 1                       | 0  | 0  | G. Cavenaugh                    |

| NAMES.                       | Age.     | Time in<br>Public<br>Schools. | Names of Parents and<br>Guardians. |
|------------------------------|----------|-------------------------------|------------------------------------|
|                              | Y. M. D. | Y. M. D.                      |                                    |
| Chamberlin, Wm. H. H.        | 14 3 15  | 3 0 0                         | S. S. Chamberlin                   |
| Chappell, William,           | 12 8 19  | 5 8 11                        | William Chappell                   |
| Chapin, John Jacob,          | 13 2 9   | 2 10 11                       | G. S. Chapin                       |
| Chollar, Byron Edgar,        | 15 3 29  | 1 10 0                        | Justus Chollar                     |
| Clark, Paris Garner, Jr.,    | 16 7 0   | 1 1 26                        | P. G. Clark                        |
| Cock, William Riehle,        | 13 6 16  | 2 0 0                         | Thomas Cock                        |
| Codett, Edwin Forrest,       | 14 8 9   | 5 9 0                         | Jacob S. Codett                    |
| Cohen, Leonard Gordon,       | 15 6 0   | 2 6 9                         | Morris Cohen                       |
| Cohn, Solomon Mayer,         | 13 5 0   | 6 1 0                         | Mayer Cohen                        |
| Connor, Rowland,             | 13 1 8   | 1 4 20                        | C. A. Connor                       |
| Conover, Charles Henry,      | 15 7 0   | 7 8 0                         | Daniel Conover                     |
| Cottlow, Morris,             | 13 8 25  | 1 3 8                         | Harris Cottlow                     |
| Cowdry, Francis Hull,        | 13 4 19  | 1 8 0                         | S. F. Cowdry                       |
| Cronican, William,           | 14 11 0  | 2 9 0                         | William Cronican                   |
| Crocheron, Reuben,           | 13 8 0   | 2 0 0                         | James M. Crocheron                 |
| Crosby, Franklin Butler,     | 14 8 0   | 3 11 13                       | John P. Crosby                     |
| Crosby, William Bedlow, Jr., | 13 3 0   | 3 11 13                       | " "                                |
| Da Cunha, J. Lawrence,       | 16 3 0   | 1 10 0                        |                                    |
| De Con, James Albert,        | 14 11 11 | 1 9 0                         | Mrs. Robt. L. De Con               |
| De Nyse, Edwin Forrest,      | 15 6 16  | 5 10 0                        | De Nyse H. Denyse                  |
| De Peyster, Frederick J.,    | 16 5 0   | 1 3 0                         | James F. De Peyster                |
| De Peyster, Jacob Ashton,    | 15 0 0   | 1 3 0                         | " " "                              |
| Davis, Charles E.,           | 13 1 27  | 4 8 11                        | Elisha Davis                       |
| Demarest, Samuel S.,         | 15 11 22 | 2 0 0                         | Samuel P. Demarest                 |
| Devoe, Walter Briggs,        | 14 0 0   | 4 7 2                         | Moses Devoe                        |
| Doremus, Cornelius D.,       | 12 11 13 | 2 2 2                         | D. K. Doremus                      |
| Downing, Joseph A.,          | 16 1 0   | 1 4 0                         | Caroline A. Downing                |
| Drake, Isaac James,          | 15 0 0   | 5 8 0                         | Isaac James Drake                  |
| Duffy, James Michael,        | 14 0 21  | 1 8 0                         | Jane Duffy                         |
| Duke, Kosciusko,             | 13 0 0   | 6 10 0                        | M. G. Duke                         |
| Dunham, Wm. Aaron,           | 13 0 0   | 2 9 0                         | John Dunham                        |
| Dunn, Francis Budd,          | 14 0 25  | 3 0 0                         | William C. Dunn                    |
| Dwight, Melatiah E.,         | 14 0 0   | 1 8 0                         | John Dwight                        |
| Eccles, William C.,          | 13 0 25  | 2 1 0                         | John B. Eccles                     |
| Edwards, John Dearling,      | 15 5 8   | 1 10 4                        | Sarah Edwards                      |
| Eells, John,                 | 14 4 7   | 2 8 9                         | Marcellus Eells                    |
| Ellsworth, William, Jr.,     | 17 0 19  | 1 2 0                         | William Ellsworth                  |
| Emerson, Charles,            | 13 7 9   | 1 0 0                         | William Emerson                    |
| Entz, Frederick Stewart,     | 13 11 0  | 1 4 0                         | J. F. Entz                         |
| Farrar, William Henry, Jr.,  | 14 8 0   | 5 4 11                        | Simon Farrar                       |
| Fay, Jeremiah,               | 15 0 9   | 3 0 0                         | William Fay                        |
| Fitch, John Bellamy,         | 13 0 0   | 4 3 0                         | John Fitch                         |
| Flynn, Thomas Jerome,        | 14 10 0  | 6 0 0                         | Bridget Flynn                      |
| Ford, Sam. Washington,       | 14 9 0   | 7 2 9                         | Ebenezer Ford                      |
| Forrester, Charles, Jr.,     | 14 0 0   | 1 4 20                        | Charles Forrester                  |
| Fox, William,                | 14 7 8   | 5 4 11                        | Jacob Fox                          |
| Fowler, Andrew Lester,       | 15 0 0   | 1 11 0                        | Boltis M. Fowler                   |
| Gaines, John,                | 15 5 0   | 1 4 0                         | Emeline Gaines                     |
| Gallagher, Dennis,           | 12 6 0   | 2 3 0                         | W. Annie Gallagher                 |
| Garrison, Charles S.,        | 13 6 0   | 4 4 7                         | Edward W. Garrison                 |
| Gillette, Walter Roberts,    | 16 6 0   | 1 0 0                         | A. D. Gillette                     |
| Gillman, John Reynolds,      | 13 7 0   | 1 2 0                         | Joseph Gillman                     |
| Gimbernath, Julius R.,       | 15 0 0   | 1 3 0                         | Job Gimbernath                     |
| Glover, Thomas,              | 14 11 12 | 1 9 0                         | Thomas Glover                      |
| Glover, William James,       | 13 8 0   | 1 11 0                        | Robert Glover                      |
| Goodwin, Frederick J.,       | 15 1 16  | 1 9 0                         | Emily V. Goodwin                   |

| NAMES.                      | Age.     | Time in Public Schools. | Names of Parents and Guardians. |
|-----------------------------|----------|-------------------------|---------------------------------|
|                             | Y. M. D. | Y. M. D.                |                                 |
| Gordon, William Percy,      | 15 3 21  | 2 6 4                   | William Gordon                  |
| Gray, Abraham B.,           | 13 5 2   | 3 0 25                  | William C. Gray                 |
| Greely, Joseph Luther,      | 15 7 0   | 2 1 9                   | Joseph M. Greely                |
| Griggs, Nelson,             | 13 4 6   | 3 4 0                   | Edmund Griggs                   |
| Hamberger, Charles,         | 13 9 21  | 5 7 0                   | H. Hamberger                    |
| Hartmann, Charles,          | 14 6 28  | 4 0 3                   | H. J. J. Hartmann               |
| Hartt, Henry Le Baron,      | 13 10 2  | 3 0 0                   | Henry A. Hartt                  |
| Hanson, Joseph Henry,       | 13 6 9   | 5 3 0                   | J. H. Hanson                    |
| Hardcastle, Jerome,         | 15 3 28  | 1 3 0                   | A. J. Hardcastle                |
| Harned, Luther Mead,        | 16 0 21  | 1 5 0                   | Elias Harned                    |
| Harring, Henry,             | 13 7 0   | 6 0 0                   | John Harring                    |
| Heller, John Henry,         | 13 5 15  | 3 11 4                  | John Heller                     |
| Henderson, William T.,      | 15 1 1   | 5 8 0                   | Mary Ann Henderson              |
| Heyne, John Frederick,      | 13 11 29 | 2 9 0                   | Frederick Heyne                 |
| Hicks, Roland,              | 13 10 4  | 2 0 0                   | Matthew Hicks                   |
| Hildburghauser, L. H.,      | 13 10 0  | 4 7 0                   | H. Hildburghauser               |
| Hill, Andrew,               | 13 7 0   | 2 4 9                   | Alexander Hill                  |
| Hiscox, Freeman, Jr.,       | 13 8 0   | 4 2 9                   | Freeman Hiscox                  |
| Hoey, William,              | 13 4 31  | 1 7 0                   | John Hoey                       |
| Hood, William Henry,        | 13 10 15 | 4 2 27                  | Robert Hood                     |
| Hopkins, Archibald W.,      | 12 6 0   | 3 0 0                   | James Hopkins                   |
| Hopping, Augustus R.,       | 15 9 2   | 4 1 13                  | Aaron D. Hopping                |
| Hopping, Edward C.,         | 13 0 0   | 2 2 0                   | Aaron D. Hopping                |
| Horsfield, Richard T., Jr., | 16 5 0   | 3 9 13                  | Richard T. Horsfield            |
| Horsfield, Timothy N.,      | 14 11 11 | 6 2 16                  | Richard T. Horsfield            |
| Hotmer, Wm. Powell,         | 13 2 14  | 2 1 0                   | B. H. Hotmer                    |
| Hoyt, Benj. Franklin,       | 14 1 27  | 4 10 9                  | Charles Hoyt                    |
| Hudson, Victor Emanuel,     | 15 5 0   | 2 4 0                   | Henry Hudson                    |
| Hutchinson, Wm. James,      | 13 6 0   | 3 4 0                   | James Hutchinson                |
| Hyatt, Stephen Burdett,     | 13 3 17  | 5 6 0                   | James Hyatt                     |
| Hyde, Edwin Francis,        | 13 3 22  | 1 0 0                   | Edwin Hyde                      |
| Hyde, Ralph Mead,           | 15 8 22  | 1 0 0                   | Edwin Hyde                      |
| Jackson, James Harvey,      | 15 6 0   | 4 8 0                   | John Jackson                    |
| Jakubowski, Franklin C.,    | 13 0 28  | 6 2 11                  | Francis X. Jakubowski           |
| James, Josiah,              | 13 1 12  | 4 10 1                  | Thomas James                    |
| Jones, Francis Gibbons,     | 16 6 0   | 1 0 0                   | F. S. Jones                     |
| Jones, George William,      | 15 3 0   | 7 6 0                   | Benjamin Jones                  |
| Jones, James Whitlock,      | 14 3 0   | 4 11 11                 | Mrs. A. S. Jones                |
| Keith, Charles C. T.,       | 13 3 2   | 2 7 0                   | Mrs. Charles Keith              |
| Keller, George,             | 13 0 0   | 3 1 29                  | Susan Keller                    |
| Kelly, William,             | 13 5 2   | 3 5 0                   | Christopher Kelly               |
| Kellogg, Peter Comstock,    | 14 3 0   | 2 0 0                   | Charles W. Kellogg              |
| Kennedy, Charles S.,        | 15 5 0   | 2 10 0                  | J. Kennedy                      |
| Kennedy Theodore W.,        | 13 5 0   | 7 10 6                  | De Lancy Ward                   |
| Kenyon, George Clinton,     | 17 5 0   | 1 7 15                  | Amasa Kenyon                    |
| Kerr, James,                | 14 6 0   | 3 10 11                 | Hannah Kerr                     |
| Ketcham, George,            | 14 6 24  | 5 2 15                  | Wickam Ketcham                  |
| Ketchum, Edgar, Jr.,        | 14 0 9   | 5 7 0                   | Edgar Ketchum                   |
| Kimball, William C.,        | 14 4 8   | 2 8 11                  | Herman Kimball                  |
| King, Isaac Manes,          | 13 8 10  | 3 0 0                   | Mark King                       |
| King, James, Jr.,           | 13 1 26  | 1 10 26                 | James King                      |
| King, Joseph Lyman,         | 15 3 26  | 3 2 0                   | E. C. King                      |
| Kinsey, Peter Simonson,     | 13 6 0   | 5 8 0                   | Samuel Kinsey                   |
| Kirkham, George G. B.,      | 15 0 15  | 5 0 0                   | H. M. White                     |
| Knapp, William Albert,      | 13 6 8   | 3 10 10                 | William H. Knapp                |
| Knox, Charles McLean,       | 13 4 0   | 2 8 22                  | John Knox                       |
| Kraft, John Frederick,      | 13 3 0   | 2 5 0                   | John F. Kraft                   |
| Ladd, William Fittock,      | 14 8 0   | 3 0 11                  | William F. Fittock              |

| NAMES.                   | Age.     | Time in<br>Public<br>Schools. | Names of Parents and<br>Guardians. |
|--------------------------|----------|-------------------------------|------------------------------------|
|                          | Y. M. D. | Y. M. D.                      |                                    |
| Lawrence, Maurice L.,    | 14 10 0  | 1 0 0                         | Isaac H. Lawrence                  |
| Lawson, Albert G.,       | 13 4 10  | 5 0 0                         | Albert G. Lawson                   |
| Leach, Adam Clark, Jr.,  | 14 0 0   | 1 1 15                        | Adam Clark Leach                   |
| Lent, Rufus,             | 16 7 0   | 5 0 26                        | Samuel Lent                        |
| Lentz, Edward,           | 13 6 0   | 2 1 3                         | Tobias Lentz                       |
| Little, John,            | 13 0 13  | 2 7 18                        | James Little                       |
| Little, William,         | 15 5 9   | 1 2 0                         | Thomas Little                      |
| Livermore, Francis D.,   | 14 4 15  | 5 7 0                         | Dexter Livermore                   |
| Livingston, William H.,  | 14 11 0  | 3 4 0                         | Robert Livingston                  |
| Locke, John,             | 15 6 0   | 1 8 25                        | Richard A. Locke                   |
| Long, David Sims,        | 15 7 25  | 1 4 0                         | M. E. Long                         |
| Lorsch, Max,             | 14 1 1   | 4 2 10                        | Henry Lorsch                       |
| Loughman, Simon,         | 14 7 14  | 3 4 12                        | Martin Loughman                    |
| Loveridge, Henry,        | 12 10 0  | 6 8 0                         | James Loveridge                    |
| Lowe, John,              | 15 4 0   | 5 2 7                         | M. Lowe                            |
| Lowerre, James Armour,   | 17 1 16  | 2 4 20                        | William H. Lowerre                 |
| Luckey, Jesse Brush,     | 13 10 6  | 3 4 0                         | Freeborn G. Luckey                 |
| Ludlam, Fitch Reid,      | 15 3 15  | 2 0 0                         | William Ludlam                     |
| Lyon, George William,    | 13 4 10  | 6 0 9                         | William G. Lyon                    |
| McCarty, John,           | 14 9 15  | 1 4 0                         | Michael McCarty                    |
| McClave, John,           | 16 0 0   | 2 2 0                         | James McClave                      |
| McCormick, Charles, J.   | 13 7 13  | 7 7 0                         | Patrick McCormick                  |
| McCormick, Francis,      | 13 6 9   | 4 6 7                         | Delia McCormick                    |
| McCrea, John Edward,     | 13 7 18  | 1 11 0                        | William McCrea                     |
| McCullough, John,        | 13 5 2   | 4 9 1                         | George M. McCullough               |
| McCutcheon, Edward,      | 13 2 0   | 2 6 0                         | Richard M. McCutcheon              |
| McDonough, James,        | 13 0 26  | 5 1 0                         | Thomas M. McDonough                |
| McFarlane, James,        | 14 8 28  | 5 11 0                        | Alexander M. McFarlane             |
| McGuire, John,           | 14 9 13  | 5 3 29                        | Joseph McGuire                     |
| McKesson, John, Jr.,     | 15 3 0   | 1 10 0                        | John McKesson                      |
| McLarty, John,           | 13 2 0   | 3 10 0                        | Michael McLarty                    |
| McMann, Jas. Dobbins,    | 13 2 20  | 4 2 27                        | James McMann                       |
| McQuaid, William O.,     | 13 6 13  | 3 1 29                        | Thomas McQuaid                     |
| Mackellar, Thomas,       | 14 2 8   | 4 2 0                         | William Mackellar                  |
| Markoe Francis,          | 15 1 6   | 1 7 12                        | James Markoe                       |
| Mallory, Thomas W.,      | 13 8 0   | 6 10 10                       | John Mallory                       |
| Marsh, Edward Thos.,     | 13 7 0   | 4 10 9                        | Thomas Marsh                       |
| Mastin, Jacob Edward,    | 14 0 0   | 2 0 0                         | James Mastin                       |
| Maxwell, Henry, Jr.,     | 14 0 15  | 1 11 0                        | Henry Maxwell                      |
| Meikleham, Thos. M. R.,  | 14 6 26  | 5 0 0                         | G. Meikleham                       |
| Michaelis, Otto E.,      | 12 11 21 | 4 6 0                         | E. W. Michaelis.                   |
| Mickey, Wilson,          | 14 10 12 | 1 2 0                         | R. Mickey                          |
| Miller, William T.,      | 13 0 4   | 2 3 0                         | William Miller                     |
| Milne, Alexander C.,     | 14 8 22  | 10 10 0                       | William Milne                      |
| Mimne, Marshall A.,      | 13 0 24  | 2 0 0                         | John M. Mimne                      |
| Moat, Lewis,             | 13 9 0   | 3 2 0                         | H. Shepherd Lewis                  |
| Moore, David Martin,     | 13 5 18  | 2 7 0                         | James Moore                        |
| Morrison, David M.,      | 13 7 11  | 4 16 0                        | James M. Morrison                  |
| Morris, Theodore W.,     | 13 6 9   | 1 0 0                         | Theodore W. Morris                 |
| Muller, William T. L.,   | 14 3 26  | 6 0 18                        | Adrian H. Muller                   |
| Murphy, James,           | 16 8 0   | 3 2 0                         | James Murphy                       |
| Myers, David,            | 13 5 0   | 1 9 0                         | S. Myers                           |
| Nesbit, Alexander,       | 14 6 10  | 4 12 0                        |                                    |
| Newell, George H.,       | 13 3 0   | 1 10 11                       | Daniel C. Newell                   |
| Newschafer, George, Jr., | 15 3 9   | 3 0 2                         | George Newschafer                  |
| O'Brien, William,        | 14 3 0   | 5 2 0                         | William O'Brien                    |

| NAMES.                       | Age.     | Time in<br>Public<br>Schools. | Names of Parents and<br>Guardians. |
|------------------------------|----------|-------------------------------|------------------------------------|
|                              | Y. M. D. | Y. M. D.                      |                                    |
| O'Keef, Frank Hall,          | 15 9 16  | 8 0 0                         | J. K. O'Keef                       |
| O'Neil, Henry Patrick,       | 13 0 4   | 5 4 0                         | Patrick H. O'Neil                  |
| Ogden, William Burnett       | 13 10 0  | 4 7 2                         | Isaac G. Ogden                     |
| Overton, Robert Henry,       | 14 0 22  | 2 10 0                        | R. Carlton Overton                 |
| Owen, Richard,               | 13 2 0   | 2 1 27                        | Owen Evan Owen                     |
| Parker, David,               | 13 8 23  | 1 7 25                        | H. T. Parker                       |
| Parker, Samuel S., Jr.,      | 14 10 12 | 2 8 11                        | Samuel S. Parker                   |
| Parr, Benjamin,              | 14 8 0   | 2 8 27                        | John Parr                          |
| Parsons, Joseph Edwin,       | 14 1 11  | 6 4 0                         | Daniel Parsons                     |
| Patterson, Chas. Howell,     | 13 10 0  | 6 2 0                         | David Patterson                    |
| Patridge, Samuel S.,         | 16 9 0   | 1 5 14                        | Thomas M. Patridge                 |
| Pettigrew, Eugene A.,        | 13 3 14  | 3 4 0                         | Sarah Pettigrew                    |
| Phillips, William,           | 14 2 27  | 1 8 0                         | Thomas Phillips                    |
| Pierson, Moses H.,           | 15 6 15  | 2 11 0                        | D. B. Pierson                      |
| Pike, John Parmly,           | 15 2 0   | 5 9 9                         | George M. Pike                     |
| Pine, Joseph Danford,        | 15 6 0   | 1 8 25                        | Richard A. Locke                   |
| Pinkney, James H., Jr.,      | 14 9 21  | 3 9 17                        | J. H. Pinkney                      |
| Post, George Denison S.,     | 15 8 11  | 4 6 5                         | William Post                       |
| Quinn, Patrick,              | 15 11 0  | 7 8 0                         | Patrick Quinn                      |
| Ramsey, Philip Isaac,        | 14 11 10 | 2 7 12                        | James Ramsey                       |
| Randolph, John M. F.,        | 14 2 5   | 5 6 0                         | John F. Randolph                   |
| Rawolle, Frederick,          | 13 3 5   | 2 9 8                         | Charles Rawolle                    |
| Rawolle, William,            | 14 10 27 | 2 9 8                         | " "                                |
| Riley James,                 | 13 7 2   | 2 2 0                         | James Riley                        |
| Roberts, George W.,          | 13 3 22  | 5 1 0                         | R. E. Roberts                      |
| Roche, Philip Alfred,        | 15 3 8   | 1 10 0                        | Edward Roche                       |
| Rockwood, William H.,        | 13 3 0   | 2 4 11                        | Mrs Wm. H. Rockwood                |
| Roeder, Leopold,             | 13 1 6   | 2 10 9                        | John A. Roeder                     |
| Rogers, Edwin Howell,        | 13 6 0   | 4 5 9                         | Charles E. Rogers                  |
| Rogers, James Edward,        | 13 4 0   | 2 0 0                         | James E. Rogers                    |
| Rogers, Nicholas A. D.,      | 13 11 0  | 2 10 9                        | Caroline E. Rogers                 |
| Rosenfeld, Frederick,        | 13 8 0   | 1 0 0                         | N. R. Rosenfeld                    |
| Sanders, Reid,               | 16 9 11  | 0 10 21                       | G. N. Saunders                     |
| Sands, James Woodville,      | 18 0 0   | 1 7 20                        | Joseph T. Sands                    |
| Saunders, John,              | 13 3 0   | 5 2 0                         | William Saunders                   |
| Schwartz, Theodore G., Jr.,  | 14 4 0   | 1 8 12                        | Theodore G. Schwartz               |
| Schweyer, Edward,            | 15 4 0   | 1 10 0                        | W. Schweyer                        |
| Scott, George W.,            | 15 1 0   | 1 0 0                         | John S. Scott                      |
| Senff, Charles Henry,        | 13 5 29  | 1 10 5                        | Henry Senff                        |
| Shade, Charles Edmund,       | 15 1 28  | 1 0 0                         | Mrs. C. Shade                      |
| Sherwood, Scott R.,          | 13 4 4   | 3 4 0                         | Luman Sherwood                     |
| Simonson, Lewis W.,          | 12 10 11 | 2 5 10                        | Reuben Simonson                    |
| Smith, Francis Jacob,        | 14 6 0   | 3 4 0                         | Gilbert V. Smith                   |
| Smith, Isaac P.,             | 13 11 8  | 5 0 11                        | Elias Smith                        |
| Smith, William C.,           | 14 5 10  | 2 7 11                        | Havileek M. Smith                  |
| Smith, Wilson Small,         | 15 0 1   | 2 3 20                        | Mrs Catharine Smith                |
| Snedden, George,             | 13 6 19  | 6 10 11                       | James Snedden                      |
| Snow, Richard Van Wyck       | 13 11 0  | 1 4 29                        | Juliet Snow                        |
| Spencer, Eugene White,       | 15 10 9  | 1 4 0                         | F. G. Spencer                      |
| Spencer, Galen Carter,       | 15 10 9  | 5 7 0                         | P. S. Spencer                      |
| Spratt, Horatio Nelson, Jr., | 14 1 16  | 2 5 0                         | Horatio N. Spratt                  |
| Sproulls, Henry H.,          | 13 8 10  | 3 10 0                        | Samuel E. Sproulls                 |
| Starkey, David James,        | 15 11 14 | 1 7 0                         | David G. Starkey                   |
| Stephenson, Wesley C.,       | 16 2 0   | 1 6 29                        | Thomas Stephenson                  |
| Stewart, Robert Henry,       | 13 0 0   | 1 8 9                         | John Stewart                       |
| Stuart, Sidney H., Jr.,      | 13 1 12  | 1 5 0                         | Sidney H. Stuart                   |
| Stuchfield, Selas B.,        | 14 0 20  | 4 2 2                         | Thomas Stuchfield                  |
| Sullivan, Stephen Paul,      | 14 6 0   | 4 9 0                         | William Sullivan                   |

| NAMES.                    | Age.     | Time in<br>Public<br>Schools. | Names of Parents and<br>Guardians. |
|---------------------------|----------|-------------------------------|------------------------------------|
|                           | Y. M. D. | Y. M. D.                      |                                    |
| Sweet, Milton B.,         | 14 2 0   | 1 4 0                         | Abraham W. Sweet                   |
| Taylor, Daniel H.,        | 15 0 0   | 2 10 0                        | Joseph S. Henderson                |
| Taylor, James,            | 14 8 7   | 3 10 0                        |                                    |
| Taylor, William,          | 12 6 0   | 5 3 0                         | George B. Taylor                   |
| Taylor, William Henry,    | 15 0 0   | 4 4 2                         | William Taylor                     |
| Taylor, William Lyle      | 18 7 7   | 4 10 0                        | Edward L. Taylor                   |
| Thackaberry, Wm. G. H.,   | 18 10 10 | 3 3 7                         | S. L. Thackaberry                  |
| Thompson, William J.,     | 14 1 0   | 4 0 27                        | Andrew Thompson                    |
| Thorne, Thomas,           | 14 5 15  | 5 5 15                        | William Thorn                      |
| Thurston, George W.,      | 18 1 11  | 2 0 25                        | E. Thurston                        |
| Todd, Adam Henry          | 15 0 0   | 3 11 11                       | Mrs. J. L. Todd                    |
| Torry, Herbert Grey       | 16 9 12  | 3 9 0                         | John Torry                         |
| Towle, Frank Ellingwood,  | 14 11 19 | 4 0 0                         | J. Towle                           |
| Trainor, Eugene Francis,  | 13 7 6   | 1 6 0                         | Sarah Trainor                      |
| Trask, James Henry.       | 15 3 6   | 4 0 0                         | James M. Trask                     |
| Tremain, Henry Edwin,     | 14 7 10  | 1 3 0                         | E. R. Tremaine                     |
| Trimble, Charles B.,      | 14 7 20  | 3 2 0                         | A. S. Trimble                      |
| Tripp, William Henry,     | 15 9 0   | 1 11 0                        | Benjamin S. Tripp                  |
| Tryon, Frederick Morton,  | 15 3 16  | 1 0 0                         | Francis Tryon                      |
| Tully, William,           | 16 1 6   | 1 7 12                        | Alexander Tully                    |
| Tyng, Morris Ashhurst,    | 13 6 26  | 1 2 0                         | Stephen H. Tyng                    |
| Van Boskerck, Richard T., | 18 10 10 | 3 0 0                         | J. L. Van Boskerck                 |
| Van Brunt, Charles F.,    | 12 5 6   | 1 7 0                         | Rulif Van Brunt                    |
| Van de Wiele, Louis,      | 12 11 1  | 2 0 0                         | John B. Van de Wiele               |
| Van Dyke, Samuel E.,      | 15 6 0   | 3 4 29                        | S. A. Van Dyke                     |
| Van Gieson, Isaac,        | 14 1 24  | 4 7 2                         | Abraham Van Gieson                 |
| Van Pragg, Henry A.,      | 14 7 4   | 4 4 5                         | A. S. Van Pragg                    |
| Van Rensselaer, Edward,   | 16 0 0   | 1 0 0                         | Mrs. Caroline Van Rensselaer       |
| Valentine, Thomas Edgar,  | 15 8 14  | 1 7 0                         | Charles Valentine                  |
| Vanderbeck, Abraham,      | 14 0 16  | 2 8 16                        | Jacob A. Vanderbeck                |
| Verdin, Joseph T.,        | 12 8 15  | 2 3 3                         | F. Verdin                          |
| Vienot, Emile,            | 14 1 28  | 2 0 0                         | T. Vienot                          |
| Vores, Charles,           | 18 5 21  | 4 7 0                         | David Vores                        |
| Vought, Edward Mills,     | 14 1 0   | 3 0 0                         | Samuel L. Vought                   |
| Vouté, John Oscar.        | 14 8 20  | 2 11 0                        | J. A. Vouté                        |
| Wall, William James,      | 15 0 0   | 1 4 6                         | William Wall                       |
| Wallace, William,         | 15 5 0   | 2 7 15                        | S. Wallace                         |
| Walsh, Mike, Jr.,         | 15 0 0   | 1 6 0                         | Mike Walsh                         |
| Ward, Peter,              | 18 4 10  | 6 8 0                         | Alexander H. Ward                  |
| Weeden, George Henry,     | 14 7 0   | 1 2 3                         | Joseph A. Weeden                   |
| Weightman, George, Jr.,   | 12 0 1   | 5 9 0                         | George Weightman                   |
| Welden, John. Jr.,        | 12 11 0  | 3 11 11                       | John Welden                        |
| Werner, Robert R.,        | 15 3 26  | 1 7 14                        | Theodore H. Werner                 |
| White, Charles Denison,   | 14 9 0   | 3 0 0                         | James P. White                     |
| White, Henry Kirk,        | 14 2 0   | 1 0 23                        | Sarah K. White                     |
| White, William,           | 13 1 0   | 5 2 0                         | Mrs. E. White                      |
| Wilson, Daniel,           | 18 0 0   | 1 4 21                        | Daniel McKernan                    |
| Wilson, James Wright,     | 13 10 10 | 6 2 19                        | Jane P. Wilson                     |
| Willey, Oscar,            | 14 6 9   | 1 9 0                         | Henry Willey                       |
| Wiltie, James,            | 18 5 2   | 4 3 17                        | Evaline Wiltie                     |
| Wood, Joseph Lane R.,     | 13 4 0   | 5 5 0                         | Fernando Wood                      |
| Woodruff, Sanford E.,     | 14 8 27  | 1 9 0                         | Samuel D. Woodruff                 |
| Young, Albert,            | 14 8 12  | 1 0 0                         | Charles S. Young                   |
| Young, Edward Francis,    | 15 6 4   | 2 2 0                         | B. F. Young                        |
| Zeller, Charles Henry,    | 18 8 10  | 4 1 0                         | David Victor Zeller                |
| Zender, Justus Emil,      | 18 2 25  | 5 3 0                         | Mrs. Sarah A. Zender               |

*The following is a statement of the names, ages, and studies of the Students claimed by the Board of Education to have pursued for four months or upwards, of the time mentioned in this report, classical studies, or the higher branches of English education, or both, according to the true intent and meaning of the Ordinance of the Regents, of the 20th of October, 1853, with a specification of the different studies pursued by each of said Students, and the length of time the same were pursued during said year; said studies being designated by the ordinary name or title of the book or treatise studied, and the part or portion of each being so studied being also stated, with the time spent in studying the same during said period.*

| No. | Names of Students. | Age. | Studies pursued from January 1 to July 23, 1855.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | Abel, William H.   | 20   | <p>Butler's Analogy, reviewed.</p> <p>Mansfield's Political Philosophy entire, and reviewed.</p> <p>Œdipus Tyrannus, 447 lines, with frequent reviews.</p> <p>Mahan's Civil Engineering, and reviewed. Rail Road Engineering. Mathematical and Topographical Drawing. Use of the Level and Theodolite in the field.</p> <p>Fowne's Chemistry from p. 101 to 382, the whole reviewed.</p> <p>Oratory and Original Declamations, once a month.</p> <p>French.—General review of the Studies of the previous term. Roemer's 2d Reader, 350 pp., Translations from English into French (manuscripts).</p> <p>Pinney and Badois' Grammar, from 25th to 60th Lesson. Review every two weeks.</p> <p>Time—Six months.</p> |



| No. | Names of Students.       | Age. | Studies pursued from<br>January 1 to July<br>23, 1855.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----|--------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2   | Adams, Wm. Menzies       | 18   | Same as No. 1.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 3   | Allendorph, Cha's W.     | 18   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 4   | Alvord, Alvin A.         | 16   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 5   | Babcock, Hamlin          | 21   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 6   | Baldwin, Simeon          | 19   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|     |                          |      | In all except Ancient<br>Languages and French.<br>German.—Schiller's<br>Maria Stuart, reviewed.<br>Oltrogge's Lusebuch,<br>from p. 84 to 115, and<br>from 180 to 182, inclu-<br>sive, and a large num-<br>ber of poetical pieces.<br>Benedix Der Steikbrief.<br>" " Liebestrank.<br>Woodbury's Grammar;<br>Review of the Element-<br>ary and Syntactical<br>parts. Exercises from<br>dictation. Original<br>Compositions. Elwell's<br>Dictionary and Lectures<br>on the origin and histo-<br>ry of the German Lan-<br>guage and its literature.<br>Time—Six months. |
| 7   | Bayles, Lewis Condict    | 17   | Same as No. 1.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 8   | Brinkerhoff, Walter      | 16   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 9   | Church, Elihu Dwight     | 19   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 10  | Cole, Wm. Madison        | 16   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 11  | Daly, Charles            | 17   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 12  | DeCamp, Wm. Henry        | 19   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 13  | Fernandez, Luis          | 18   | Same as No. 1,<br>In all except French.<br>German—same as No. 6<br>Time—Six months.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 14  | Gardner, Andrew J.       | 18   | Same as No. 1.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 15  | Grant, Ja's Henderson    | 17   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 16  | Greenfield, G. Jackson   | 17   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 17  | Hayes, Cha's Gregory     | 16   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|     |                          |      | In all except An-<br>cient Languages; those<br>he did not study.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 18  | House, S. Boardman       | 17   | Same as No. 1.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 19  | Jessop, Samuel           | 20   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 20  | Keyser, Robert Blair     | 17   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 21  | Kimball, Warren W.       | 17   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 22  | Lee, Benj. Franklin, Jr. | 17   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 23  | Macfarlane, Hugh         | 20   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 24  | Mason, Francis Asbury    | 17   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 25  | Mason, James Weir        | 19   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 26  | Post, Henry Albertson    | 20   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 27  | Raymond, Russell         | 19   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 28  | Rowell, Alfred           | 16   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 29  | Saunders, Thorndyke F.   | 20   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 30  | Searle, Dayton W.        | 18   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

| No. | Names of Students.    | Age. | Studies pursued from January 1 to July 23, 1855.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Studies pursued from July 23, 1855, to January 1, 1856.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----|-----------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 31  | Wight, Peter Bonnett  | 18   | Same as No. 1.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 32  | Wightman, Charles S.  | 18   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 33  | Baker, Colgate        | 17   | <p>Mahan's Intellectual Philosophy, from p. 1 to p. 330 (inclusive) and reviewed.</p> <p>Owen's Homer's Iliad, B. II., line 393 to 494, B. III., and IV. to line 85. Horace's Odes, B. I., with frequent reviews.</p> <p>Shaw's English Literature, 60 pp., and reviewed.</p> <p>Anthon's Roman Antiquities, 100 pp., and reviewed.</p> <p>Bartlett's Mechanics of Fluids, 73 pp.</p> <p>Bartlett's Acoustics, 120 pp. and reviewed.</p> <p>Bartlett's Optics, 90 pp., and reviewed.</p> <p>Norton's Astronomy, 215 pp., and reviewed (omitting the fine print).</p> <p>Monthly Exercises in Composition and Oratory.</p> <p>Time—Six months.</p> | <p>Thucydides, 25 Chap. B. I., Bird's Elements of Natural Philosophy, from p. 359 to p. 386, with Lectures and recitations upon the theory of Light and Heat.</p> <p>In Electricity, polarization and Electro-magnetism, Bird's Elements of Natural Philosophy, from p. 169 to p. 260. The whole course fully illustrated by experiments.</p> <p>In French—Vannier's Pronunciation. — Pinney and Badois' Grammar, 40 lessons. Roemer's Elementary Reader, part 1st, with logical and grammatical analysis. Regular and irregular verbs, and oral exercises.</p> <p>Mahan's Civil Engineering to p. 140, and from p. 277 to 340, with topographical drawing and field exercises.</p> <p>Butler's Analogy, entire, and partly reviewed.</p> <p>Monthly exercises in oratory.</p> <p>do. do. in original compositions.</p> <p>Time—Four months.</p> |
| 34  | Banning, Wells Tanner | 17   | Same as No. 33.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Same as No. 33.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 35  | Bleakley, William P.  | 17   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Same as No. 62. (3 months.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 36  | Church, James Austin  | 16   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Same as No. 62.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 37  | Davis, Henry, Jr.     | 19   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 38  | Decker, Adoniram J.   | 17   | do. (5 months.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 39  | Downey, Frederick     | 16   | Same as No. 33.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|     |                       |      | <p>In Intellectual Philosophy, Natural Philosophy, Astronomy, and English Literature.</p> <p>German.—Schiller's Maria Stuart, Act 1st.</p> <p>Woodbury's Grammar</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

| No. | Names of Students.     | Age. | Studies pursued from<br>January 1 to July<br>23, 1855.                                                                                                                                                                                                                                                                            | Studies pursued from<br>July 23, 1855, to<br>Jan. 1, 1856.                                                                                                                                                                                                                                                              |
|-----|------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 40  | Dunn, Thomas H.        | 19   | (Elementary part), to<br>impersonal verbs. Glaub-<br>ensklee's German Ex-<br>ercises to imp. verbs.<br>Elwell's Dictionary.<br>Time—Six months.<br>Same as No. 33.                                                                                                                                                                | Same as No. 62.                                                                                                                                                                                                                                                                                                         |
| 41  | Hatfield, Robert F.    | 16   | Same as No. 39.                                                                                                                                                                                                                                                                                                                   | Same as No. 33.<br>In Moral Philoso-<br>phy, Chemistry, Civil<br>Engineering.<br>German.—Schiller's<br>Maria Stuart, entire.<br>Benedix Steikbrief, en-<br>tire. Woodbury's<br>Grammar (Elementary<br>part). Glaubensklee's<br>German Exercises and<br>Elwell's Dictionary.<br>Time—Four months.<br>Same as No. 33.     |
| 42  | Howe, John, Jr.        | 17   | Same as No. 33.                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                         |
| 43  | Hurd, Egbert           | 19   | Same as No. 39.<br>(2½ months.)                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                         |
| 44  | Jasper, John, Jr.      | 18   | Same as No. 33.                                                                                                                                                                                                                                                                                                                   | do.                                                                                                                                                                                                                                                                                                                     |
| 45  | Kenyon, John           | 20   | do.                                                                                                                                                                                                                                                                                                                               | do.                                                                                                                                                                                                                                                                                                                     |
| 46  | Leeds, Frederick A.    | 16   | Same as No. 38.                                                                                                                                                                                                                                                                                                                   | do.                                                                                                                                                                                                                                                                                                                     |
| 47  | McMullen, Arthur       | 16   | do.                                                                                                                                                                                                                                                                                                                               | do.                                                                                                                                                                                                                                                                                                                     |
| 48  | McMullen, Francis      | 17   | do.                                                                                                                                                                                                                                                                                                                               | do.                                                                                                                                                                                                                                                                                                                     |
| 49  | Maxwell, Samuel, Jr.   | 16   | do.                                                                                                                                                                                                                                                                                                                               | Same as No. 62.                                                                                                                                                                                                                                                                                                         |
| 50  | Muller, Adrian H. Jr., | 18   | do.                                                                                                                                                                                                                                                                                                                               | Same as No. 33.                                                                                                                                                                                                                                                                                                         |
| 51  | Pinkney, Howard        | 19   | do.                                                                                                                                                                                                                                                                                                                               | do.                                                                                                                                                                                                                                                                                                                     |
| 52  | Pratt, Charles Henry   | 18   | do.                                                                                                                                                                                                                                                                                                                               | do.                                                                                                                                                                                                                                                                                                                     |
| 53  | Ranney, Julius H.      | 17   | do.                                                                                                                                                                                                                                                                                                                               | do.                                                                                                                                                                                                                                                                                                                     |
| 54  | Rising, Franklin S.    | 21   | do.                                                                                                                                                                                                                                                                                                                               | do.                                                                                                                                                                                                                                                                                                                     |
| 55  | Sherman, Henry         | 19   | do.                                                                                                                                                                                                                                                                                                                               | do.                                                                                                                                                                                                                                                                                                                     |
| 56  | Sturgis, Russell, Jr.  | 19   | do.                                                                                                                                                                                                                                                                                                                               | do.                                                                                                                                                                                                                                                                                                                     |
| 57  | Van Buren, James L.    | 18   | do.                                                                                                                                                                                                                                                                                                                               | do.                                                                                                                                                                                                                                                                                                                     |
| 58  | Walker, Aldace A.      | 17   | do.                                                                                                                                                                                                                                                                                                                               | do.                                                                                                                                                                                                                                                                                                                     |
| 59  | Ward, John Edward      | 18   | do.                                                                                                                                                                                                                                                                                                                               | do.                                                                                                                                                                                                                                                                                                                     |
| 60  | Wheeler, Everett P.    | 16   | do.                                                                                                                                                                                                                                                                                                                               | do.                                                                                                                                                                                                                                                                                                                     |
| 61  | Winslow, William N.    | 17   | do.                                                                                                                                                                                                                                                                                                                               | Same as No. 62.                                                                                                                                                                                                                                                                                                         |
| 62  | Abbe, Cleveland        | 17   | Whateley's Logic en-<br>tire, and reviewed.<br>Owen's Xenophon's<br>Cyropedia, Book VII.,<br>Chap. I. to 5, § 58. Sal-<br>lust's Jug. Bell, to ch.<br>76, with frequent re-<br>views.<br>Shaw's English Lit-<br>erature, 120 pp., and<br>reviewed.<br>Graham's Syno-<br>nymes, 200 pp., and re-<br>viewed.<br>Weber's Outlines of | Livy. Book I. Ho-<br>mer's Iliad, Book I.<br>and II.<br>Bartlett's Analytical<br>Mechanics of Solids.<br>240 pages, and review-<br>ed.<br>Fowler's Grammar<br>of the English Lan-<br>guage, 178 pages, and<br>reviewed as far as to<br>the 60th page.<br>Exercises in Oratory<br>and English Composi-<br>tion, monthly. |

| No. | Names of Students.   | Studies pursued from July 23, 1855, to Jan. 1, 1856. |
|-----|----------------------|------------------------------------------------------|
| 31  | Wight, Peter Bonnett | from Mahan's Intellectual                            |
| 32  | Wightman, Charles    | with Philosophy, 138 pp.                             |
| 33  | Baker, Colgate       | Time—Four months.                                    |
|     |                      | also to                                              |
|     |                      | This was                                             |
|     |                      | to Feb.                                              |
|     |                      | commencement                                         |
|     |                      | (session.)                                           |
|     |                      | of exercises in                                      |
|     |                      | tion and Ora-                                        |
|     |                      | view of Davies'                                      |
|     |                      | dential, Calculus.                                   |
|     |                      | gral Calculus en-                                    |
|     |                      | and reviewed.                                        |
|     |                      | the Lecture each                                     |
|     |                      | on Geology, il-                                      |
|     |                      | strated by Geological                                |
|     |                      | specimens, etc. Notes                                |
|     |                      | taken by the students                                |
|     |                      | and examined at the                                  |
|     |                      | close of term.                                       |
|     |                      | Instruction in course                                |
|     |                      | of Ornament and Archi-                               |
|     |                      | tectur'l decoration, with                            |
|     |                      | principles and methods                               |
|     |                      | of delineation.                                      |
|     |                      | Use of crayon and                                    |
|     |                      | drawing upon the                                     |
|     |                      | black board.                                         |
|     |                      | Time—Six months.                                     |
|     |                      | Same as No. 62.                                      |
|     |                      | do. (4 months.)                                      |
|     |                      | Same as No. 62.                                      |
|     |                      | do. (5 months.)                                      |
|     |                      | Same as No. 62.                                      |
|     |                      | do.                                                  |
|     |                      | do.                                                  |
|     |                      | do. (1 month.)                                       |
|     |                      | Same as No. 62.                                      |
|     |                      | do. (1 month.)                                       |
|     |                      | Same as No. 62.                                      |
|     |                      | do.                                                  |
|     |                      | do.                                                  |
|     |                      | do. (2½ months.)                                     |
|     |                      | Same as No. 62.                                      |
|     |                      | Same as 62, (1 month.)                               |
|     |                      | Left Jan. 5, 1855.                                   |
|     |                      | Same as No. 62.                                      |
|     |                      | do.                                                  |
|     |                      | Part of the term, (4                                 |
|     |                      | months,) and the re-                                 |
|     |                      | maining two months in                                |
|     |                      | all except Ancient Lan-                              |
|     |                      | guages and Logic.                                    |
|     |                      | Same as No. 62.                                      |
|     |                      | do.                                                  |
|     |                      | do.                                                  |
|     |                      | do.                                                  |
|     |                      | do.                                                  |
|     |                      | Same as No. 100.                                     |

| No. | Names of Students.     | Age | Studies pursued from<br>January 1 to July<br>23, 1855.                                                                                                                                                                                                                                                                                                                                                                                                                     | Studies pursued from<br>July 23, 1855, to<br>Jan. 1, 1856.                                                                                                                                           |
|-----|------------------------|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 84  | Kitchel, Charles Henry | 21  | Same as No. 62.                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Same as No. 62.                                                                                                                                                                                      |
| 85  | McMullen, Patrick      | 16  | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | do.                                                                                                                                                                                                  |
| 86  | Myers, Oscar           | 16  | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | do.                                                                                                                                                                                                  |
| 87  | O'Hara, Oliver         | 19  | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | do.                                                                                                                                                                                                  |
| 88  | Parson, Reuben         | 15  | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                      |
| 88½ | Roberts, John S.       |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Same as No. 62.                                                                                                                                                                                      |
| 89  | Utter, George S.       | 17  | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Same as No. 100.                                                                                                                                                                                     |
| 90  | Van Deusen, Sylvester  | 17  | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Same as No. 62.                                                                                                                                                                                      |
| 91  | Brown, Jefferson       | 17  | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                      |
|     |                        |     | In-Mathematics, History and Belles Letters, English Language and Literature. Logic, Drawing and the Natural Sciences.                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                      |
|     |                        |     | French.—Gen. review of studies of last term.                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                      |
|     |                        |     | Racine (Bajazet, Andromache, Iphigenie), Moliere, (Bourgeois gentilhomme, Misanthrope) Compositions on given subjects, Abstracts, Letter Writing. Noel and Chapsal's Grammar reviewed.                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                      |
|     |                        |     | Spanish—Sales' Grammar, (half.) Review of Ollendorff's Grammar. Ascargorta's Historiade España, (ent.) Iriarte's Fables (nearly through). Pizarro's Phrase Book, (entire.) Quintana Vidas de Espanoles Celebes, (half.) Comedies de Moratin, (nearly through.) Spanish Versification, (half.) Marshall's Oratory, (abstracts translated into Spanish.) Idiological and Syntactical Analysis, Original Compositions, Dictation, Reading and Conversation. Time—Four months. |                                                                                                                                                                                                      |
| 92  | Brush, Charles T.      | 17  | Same as No. 91.<br>Time—Six months.                                                                                                                                                                                                                                                                                                                                                                                                                                        | Same as No. 62.<br>In all except the languages.<br>Spanish—Sales' Grammar, Iriarte's Fables, (entire.) Samaniego's Fables, (half.) Moratin's Comedies, Don Quixote to 60th page. Quintana's Vidas de |

| No. | Names of Students. | Age. | Studies pursued from January 1 to July 23, 1855.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Studies pursued from July 23, 1855, to Jan. 1, 1856.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----|--------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     |                    |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Españoles Celebres, (entire.) Regular and Irregular Verbs, Selections from Spanish Classics, Translations from English into Spanish, Versification, Original Compositions, Idiomatic and Syntactical Analysis, Dictation and Conversation. Time—Four months.                                                                                                                                                                                                                                                                                                                         |
| 93  | Hawley, Harvey P.  | 16   | Same as No. 92.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 94  | Levy, Herman M.    | 16   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Same as No. 148.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 95  | Pullman, Joseph    | 17   | do. (2 months.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 96  | Solomon, Nathan    | 18   | Same as No. 92.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Same as No. 92.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 97  | Van Sicken, George | 15   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 98  | Werner, Adolph     | 17   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 99  | Werner, Emil       | 16   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 100 | Adams, Elihu       | 15   | Drawing—Linear and Free Hand Drawing, with principles of delineations.<br>Greek.—Owen's Greek Reader, 18 Fables, Jests of Hierocles, 15 Apophthegms, 6 Dialogues of Lucian, Trial of Orontes in Xenophon's Anabasis and Odes of Anacreon.<br>Virgil. — Beginning B. II. line 347, to B. IV. and B. V. line 104-545, with frequent reviews.<br>Anthon's Latin Versification, from p. 3 to p. 33.<br>Davies' Analytical Geometry, (except the VIIth and IXth books,) and review. Fowler's Grammar of the English Language, 30 pp., and reviewed.<br>Reed's Etymological Dictionary, 20 pp., and reviewed.<br>Weber's Outlines of Universal History, from p. 114 to p. 173, with continual reviews and reference to maps.<br>Day's Rhetoric, from p. 240 to p. 290, and from p. 133 to p. 164. | Weber's Outlines of History, 138 pp., with continual reference to maps and authorities.<br>Exercises in Composition and Declamation.<br>Graham's English Synonyms, to 250th p.<br>Xenophon's Anabasis, Book I.<br>Three Cicero's Orations.<br>Davies' Differential Calculus to Chap. VI., with frequent reviews.<br>Lectures, weekly, on Steam Engine, Electric Telegraph, and the Application of Chemistry to Animal and Vegetable Physiology, (no Text-book used.)<br>Architectural and Classical Drawing, and the Arts of Ornament, from diagrams and casts.<br>Time—Four months. |

| No.  | Names of Students.   | Age. | Studies pursued from<br>January 1 to July<br>23, 1855.                                                                                                                                                                                                                                                                                                                                                                               | Studies pursued from<br>July 23, 1855, to<br>Jan. 1, 1856. |
|------|----------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
|      |                      |      | <p>Monthly Exercises in<br/>Composition &amp; Oratory.<br/>Lectures on Natural<br/>Science—One Lecture<br/>each Week on the Phy-<br/>siology of Plants, illus-<br/>trated by experiments<br/>on the Circulation of<br/>the Sap, the Exhibition<br/>of Plants and Drawings<br/>on the black board.<br/>Notes of the Lectures<br/>were taken by the Stu-<br/>dents and examined at<br/>the close of the term.<br/>Time—Six months.</p> |                                                            |
| 101  | Banks, William M.    | 17   | Same as No. 100.                                                                                                                                                                                                                                                                                                                                                                                                                     | Same as No. 100.                                           |
| 102  | Bausher, Henry       | 16   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                  | do.                                                        |
| 103  | Beneville, Emile J.  | 15   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                  | do.                                                        |
| 104  | Blakeley, Matthew J. | 17   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                  | do.                                                        |
| 105  | Boarer, James        | 16   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                  | Same as No. 160.                                           |
| 106  | Brolly, James S.     | 16   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                  | Same as No. 100.<br>(1 month.)                             |
| 107  | Clark, John          | 15   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                  | Same as No. 100.                                           |
| 108  | Clowes, Theodore F.  | 16   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                  | do.                                                        |
| 109  | Crowther, Thomas     | 15   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                  | do.                                                        |
| 110  | Cumming, Thomas C.   | 18   | do. (5 months.)                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                            |
| 111  | Dow, John Hall       | 16   | Same as No. 100.                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                            |
| 112  | Ely, John Andrews    | 18   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                  | do.                                                        |
| 113  | Hallock, Robert B.   | 17   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                  | Same as No. 160.                                           |
| 114  | Hallock, William K.  | 15   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                  | Same as No. 100.                                           |
| 115  | James, Charles A.    | 16   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                  | do.                                                        |
| 116  | Jollie, Cornelius    | 16   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                  | do.                                                        |
| 117  | Ketchum, Alex. P.    | 16   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                  | do.                                                        |
| 118  | Kolb, Emanuel        | 16   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                  | Same as No. 160.<br>(1 month.)                             |
| 119  | Kersheedt, Manuel A. | 15   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                  | Same as No. 100.                                           |
| 119½ | Knox, James          | 16   |                                                                                                                                                                                                                                                                                                                                                                                                                                      | do.                                                        |
| 120  | McClaury, Joseph     | 17   | Deceased Jan. 22, 1855.                                                                                                                                                                                                                                                                                                                                                                                                              |                                                            |
| 121  | McFarlane, Walter    | 19   | do. (3½ months.)                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                            |
| 122  | McKee, Thomas J.     | 15   | Same as No. 100.                                                                                                                                                                                                                                                                                                                                                                                                                     | do.                                                        |
| 123  | Mackie, Simon F.     | 16   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                  | Same as No. 160.                                           |
| 124  | Man, William         | 16   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                  | do.                                                        |
| 125  | Martin, Benjamin E.  | 17   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                  | Same as No. 306.                                           |
| 126  | Mitchel, George M.   | 16   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                  | Same as No. 160.<br>(1 month.)                             |
| 127  | Moriarty, Henry E.   | 15   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                  | Same as No. 100.                                           |
| 128  | Pettigrew, John F.   | 16   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                  | do.                                                        |
| 129  | Plyer, Charles W.    | 16   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                  | do.                                                        |
| 130  | Purdy, John Caleb    | 17   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                  | do.                                                        |
| 131  | Sands, Walter S.     | 17   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                  | do.                                                        |
| 132  | Sloan, Henry King    | 16   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                  | do.                                                        |
| 133  | Stratton, George H.  | 15   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                  | do.                                                        |
| 134  | Sturges, Peter D.    | 15   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                  | do.                                                        |
| 135  | Taylor, William H.   | 16   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                  | Same as No. 564.                                           |
| 136  | Thompson, David      | 15   | do. (4 months.)                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                            |
| 137  | Tinker, John Fred.   | 15   | Same as No. 100.                                                                                                                                                                                                                                                                                                                                                                                                                     | Same as No. 100.                                           |

| No. | Names of Students.   | Age. | Studies pursued from January 1 to July 28, 1855.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Studies pursued from July 28, 1855, to Jan. 1, 1856.                                                                                 |
|-----|----------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| 138 | Todd, Lewis H.       | 16   | Same as No. 100.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Same as No. 100.                                                                                                                     |
| 139 | Tompkins, Elliott D. | 16   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | do.                                                                                                                                  |
| 140 | Vehsalge, Henry      | 19   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | do.                                                                                                                                  |
| 141 | Warner, George G.    | 17   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | do.                                                                                                                                  |
| 142 | Warriner, William B. | 17   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Same as No. 160.                                                                                                                     |
| 143 | Welsh, Henry         | 15   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Same as No. 100.                                                                                                                     |
| 144 | Wheeler, Cha's Henry | 17   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Same as No. 160.<br>(1 month.)                                                                                                       |
| 145 | Wiggins, John R.     | 16   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Same as No. 100.                                                                                                                     |
| 146 | Wiggins, William     | 17   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Same as No. 160.<br>(1 month.)                                                                                                       |
| 147 | Adrianee, William J. | 16   | <p>Same as No. 100.<br/>In Mathematics, History and Belles-Lettres. English Language and Literature. Drawing and Natural Science.</p> <p>French—General review of the studies of the previous term. Roemer's Second Reader, 270 pp. Translations from English into French. Variations on Chouquet's Conversations. Compositions and Declamations.</p> <p>Pinney and Badois' Grammar, from 40th Lesson to the end. Review every two weeks.</p> <p>Spanish.—Ollendorff's Grammar, (nearly entire.) Colmena Española, (entire.) Ascarorta's Historia de España, (half.) (Valazquez' Phrase Book, (entire.) Pizarro's Phrase Book, (nearly half.) Logical and Grammatical Analysis. Reviews of Regular and irregular Verbs, Original Compositions, Dictations, Reading and Conversation.</p> <p>Time—Six months.</p> |                                                                                                                                      |
| 148 | Childs, Augustus F.  | 15   | Same as No. 147.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Same as No. 100.<br/>In all except the Languages.</p> <p>French.—Noel and Chappe's Grammar, Elementary, and Syntax, to § 432.</p> |



| No. | Names of Students.    | Age. | Studies pursued from<br>January 1 to July<br>23, 1855.                                                                                                                                                                                                                                                                                                                                                                                                                    | Studies pursued from<br>July 23, 1855, to<br>Jan. 1, 1856.                                                                                                                                                                                                                                                                                                                                                                  |
|-----|-----------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     |                       |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Roemer's Second Reader, (entire,) with abstracts in French.<br>Translations from English (manuscripts) into French, Dictation. Spanish.—Ollendorff, to lesson LXXIV. Ollendorff's Grammar (entire). Ascargorta Historia de España, (entire.) Pizarro's Phrases, (entire.) Compositions in Spanish, Regular and Irregular Verbs, Logical and Grammatical Analysis, Dictation, Reading and Conversation.<br>Time—Four months. |
| 149 | Earl, Edward          | 16   | Same as No. 147.                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Same as No. 148.<br>(1½ month.)                                                                                                                                                                                                                                                                                                                                                                                             |
| 150 | Gray, William C. B.   | 16   | do. (2 months.)                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 151 | Knispel, Charles W.   | 16   | Same as No. 147.                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Same as No. 148.                                                                                                                                                                                                                                                                                                                                                                                                            |
| 152 | Northrop, John G.     | 17   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Same as No. 306                                                                                                                                                                                                                                                                                                                                                                                                             |
| 153 | Pullman, John W.      | 16   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Same as No. 148.                                                                                                                                                                                                                                                                                                                                                                                                            |
| 154 | Quinan, Henry Julius  | 18   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 155 | Struthers, Stephen R. | 17   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | do. (1 month.)                                                                                                                                                                                                                                                                                                                                                                                                              |
| 156 | Thompson, Wallace A.  | 16   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Same as No 306.<br>(1 month.)                                                                                                                                                                                                                                                                                                                                                                                               |
| 157 | Towle, Stephenson     | 18   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Same as No. 306.                                                                                                                                                                                                                                                                                                                                                                                                            |
| 158 | Whittemore, Samuel    | 16   | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Same as No. 148.                                                                                                                                                                                                                                                                                                                                                                                                            |
| 159 | Allison, Thomas       | 15   | Andrews' Latin Reader, Mythology and Anecdotes of Eminent Persons, (50 Paragraphs,) Cæsar's Commentaries, Book I. and IV., from Chap. 20.<br>Davies' Legendre, VI. Books, with frequent reviews.<br>Renwick's Principles of Chemistry, from p. 1 to p. 289, and reviewed.<br>Doctrines of Forms and Linear Drawing, from manuscripts, diagrams and original blackboard drawings.<br>General Principles of Grammar reviewed.<br>Natural Science.—<br>One Lecture each week | Same as No. 364.                                                                                                                                                                                                                                                                                                                                                                                                            |

| No. | Names of Students | Age. | Studies pursued from<br>January 1 to July<br>28, 1855.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Studies pursued from<br>July 23, to January<br>1, 1856.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----|-------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 160 | Appleton, John P. | 14   | <p>on the subjects of Mineralogy and of Human Physiology. The first subject illustrated by specimens from the Mineralogical Collection. The second subject, by the manikin, models of the different organs of the body, by the skeleton, by exhibiting the circulation of the blood, with the microscope, etc. The Students were examined orally each week. The notes of the Lectures taken were also examined and credited.</p> <p>Wayland's Moral Science, (abridged,) (one month). Hart's Constitution of the United States (one month).</p> <p>Time—4½ months.</p> <p>Same as No. 159.</p> <p>Time—Six months.</p> | <p>Mathematics. — Davies' Legendre, portions of the 7th, 8th and 9th Books: also Plain and Spherical Trigonometry, Mensuration, Surveying and Navigation, with frequent reviews.</p> <p>Weber's Outlines of Universal History, 64 pages.</p> <p>Day's Rhetoric, from page 85 to page 99.</p> <p>Fowler's English Grammar, from p. 334 to p. 386, and reviewed to p. 341.</p> <p>Virgil's Æneid, Book I., and 317 lines of Book II. Anthon's Latin Prose Composition, to p. 180.</p> <p>Sophocles' Greek Grammar, and 79 examples in Sophocles' Greek Lessons.</p> <p>Lectures on Chemistry as applied to Arts, no text-book used.</p> <p>Descriptive Geome-</p> |

| No. | Names of Students.      | Age. | Studies pursued from<br>January 1 to July<br>23, 1855. | Studies pursued from<br>July 23, 1855, to Jan.<br>1, 1856.   |
|-----|-------------------------|------|--------------------------------------------------------|--------------------------------------------------------------|
|     |                         |      |                                                        | try, Book I-XII, (from<br>manuscripts.)<br>Time—Four months. |
| 161 | Arnold, George W.       | 16   | Same as No. 159.<br>Time—Six months.                   | Same as No. 364.<br>do. (1½ month.)                          |
| 162 | Babcock, Paul           | 14   | do.                                                    | Same as No. 160.                                             |
| 163 | Balch, Charles L.       | 15   | do.                                                    | Same as No. 364.                                             |
| 164 | Barbers, Jeremiah       | 15   | do.                                                    | Same as No. 160.                                             |
| 165 | Belden, William         | 15   | do.                                                    | do.                                                          |
| 166 | Besson, Elbridge Van S. | 16   | do.                                                    | Same as No. 364.                                             |
| 167 | Brd, Edward O.          | 16   | do.                                                    | do. (1 month.)                                               |
| 168 | Black, George A.        | 15   | do.                                                    | Same as No. 364.                                             |
| 169 | Black, Robert J.        | 17   | do.                                                    | do.                                                          |
| 170 | Blakeman, Alex. N.      | 15   | do.                                                    | Same as No. 160.                                             |
| 171 | Brady, John A.          | 15   | do.                                                    | Same as No. 364.                                             |
| 172 | Brooker, Stephen T.     | 16   | do.                                                    | Same as No. 160.                                             |
| 173 | Brown, Amos             | 15   | do.                                                    | Same as No. 160.                                             |
| 174 | Bull, Frederick         | 16   | do.                                                    | Same as No. 364.                                             |
| 175 | Burdett, Peter G.       | 14   | do.                                                    | Same as No. 160.                                             |
| 176 | Butts, John H., Jr.     | 17   | Left Jan. 5, 1855.                                     |                                                              |
| 177 | Byrne, Edward F.        | 17   | Same as No. 160.                                       | Same as No. 364.                                             |
| 178 | Caryl, George C.        | 15   | do.                                                    | do.                                                          |
| 179 | Clark, Charles Henry    | 17   | do. (4½ months.)                                       |                                                              |
| 180 | Clark, John Fowle       | 16   | do. (3½ months.)                                       |                                                              |
| 181 | Craft, Elijah R.        | 15   | Same as No. 160.                                       | Same as No. 160.                                             |
| 182 | Daily, Cornelius        | 16   | do.                                                    | do. (2 months.)                                              |
| 183 | Daly, Matthew           | 14   | do.                                                    | Same as No. 160.                                             |
| 184 | Daly, Michael           | 15   | Left Jan. 11, 1855.                                    |                                                              |
| 185 | Delaney, John           | 15   | Same as No. 160.                                       | do.                                                          |
| 186 | Delano, John S.         | 14   | do.                                                    | Same as No. 364.                                             |
| 187 | Dornin, William C.      | 16   | do.                                                    | do.                                                          |
| 188 | Doughty, Isaac          | 15   | do.                                                    | do.                                                          |
| 189 | Downs, David S.         | 15   | do. (3 months.)                                        |                                                              |
| 190 | Dresser, Charles Pratt  | 18   | Same as No. 160.                                       | do.                                                          |
| 191 | Dresser, Horace Erastus | 14   | do.                                                    | do.                                                          |
| 192 | Dunkin, Thomas J.       | 15   | do.                                                    | do.                                                          |
| 193 | Easton, Robert T. B.    | 18   | do.                                                    | do.                                                          |
| 194 | Einstein, Edwin         | 15   | do.                                                    | do.                                                          |
| 195 | Elliott, Richmond B.    | 16   | do.                                                    | Same as No. 160.                                             |
| 196 | Fackler, David P.       | 15   | do.                                                    | do.                                                          |
| 197 | Farrington, J. D., Jr.  | 16   | do.                                                    | do.                                                          |
| 198 | Fitzpatrick, James C.   | 15   | do.                                                    | do.                                                          |
| 199 | Flack, Edward P.        | 16   | do.                                                    | do.                                                          |
| 200 | Frtmeyer, George W      | 17   | do. (4½ months.)                                       |                                                              |
| 201 | Gardner, Asa Bird       | 16   | Same as No. 160.                                       | do.                                                          |
| 202 | Gelston, William J.     | 16   | do.                                                    | Same as No. 364 (1½ m.)                                      |
| 203 | Gilchrist, William      | 16   | do.                                                    | Same as No. 364.                                             |
| 204 | Gilley, Franklin W.     | 16   | do.                                                    | Same as No. 160.                                             |
| 205 | Grant, John             | 15   | do.                                                    | Same as No. 364 (1 m.)                                       |
| 206 | Griscom, Edward P.      | 15   | do.                                                    | Same as No. 160.                                             |
| 207 | Harrison, George A.     | 17   | Left Jan. 17, 1855.                                    |                                                              |
| 208 | Hart, James Edgar       | 16   | Same as No. 160.                                       | do.                                                          |
| 209 | Hawe, George F.         | 17   | do. (5 months.)                                        |                                                              |
| 210 | Hewitt, Joseph C.       | 16   | Same as No. 160.                                       | Same as No. 364.                                             |
| 211 | Hibbard, William F.     | 16   | Same as No. 159. (1½ m.)                               | do.                                                          |
| 212 | Hinch, Thomas           | 15   | do. (5½ months.)                                       |                                                              |
| 213 | Howland, Elijah A.      | 16   | Same as No. 160.                                       | Same as No. 160.                                             |

| No. | Names of Students.    | Age. | Studies pursued from<br>January 1 to July<br>23, 1855. | Studies pursued from<br>July 23, 1855, to<br>Jan. 1, 1856. |
|-----|-----------------------|------|--------------------------------------------------------|------------------------------------------------------------|
| 214 | Hoyt, Henry A.        | 15   | Same as No. 160.                                       | Same as No. 364.                                           |
| 215 | Hudson, William F.    | 16   | do.                                                    | Same as No. 160.                                           |
| 216 | Ireland, Oscar B.     | 15   | do.                                                    | do.                                                        |
| 217 | Janes, John C.        | 16   | do. (4 months.)                                        |                                                            |
| 218 | Keilty, William       | 16   | Same as No. 160.                                       | Same as No. 364.                                           |
| 219 | Kelly, Robert McC.    | 17   | do.                                                    | Same as No. 160.                                           |
| 220 | Kenny, Peter D.       | 15   | do.                                                    | Same as No. 364.                                           |
| 221 | Ketcham, John L.      | 20   | do.                                                    |                                                            |
| 222 | Kip, Henry            | 15   | Left Jan. 5, 1855.                                     |                                                            |
| 223 | Knapp, Henry F.       | 16   | Same as No. 160.                                       | Same as No. 160.                                           |
| 224 | Landmann, Gustavus    | 15   | do.                                                    | Same as No. 364.                                           |
| 225 | Lane, Barent H.       | 14   | do. (4½ months.)                                       |                                                            |
| 226 | Leet, Allen N., Jr.   | 16   | Same as No. 160.                                       | do. (1 month.)                                             |
| 227 | Loveland, Joseph A.   | 16   | do. (5 months.)                                        |                                                            |
| 228 | Lozier, John G.       | 17   | Same as No. 160.                                       | Same as No. 160.                                           |
| 229 | McCloskey, Francis C. | 16   | do.                                                    |                                                            |
| 230 | McCormick, John S.    | 14   | do.                                                    | do.                                                        |
| 231 | McDonald, Alexander   | 16   | do. (4½ months.)                                       |                                                            |
| 232 | Martin, Samuel        | 16   | Same as No. 160.                                       |                                                            |
| 233 | Maze, Walter H.       | 15   | do.                                                    | Same as No. 364 (2 m.)                                     |
| 234 | Meeks, Albert         | 16   | do.                                                    | Same as No. 364.                                           |
| 235 | Meeks, Edwin B.       | 15   | do.                                                    | do.                                                        |
| 236 | McNair, James         | 16   | do. (5 months.)                                        |                                                            |
| 237 | Merrill, Charles R.   | 17   | Same as No. 160.                                       | Same as No. 160.                                           |
| 238 | Moore, Washington     | 16   | do. (4½ months.)                                       | do.                                                        |
| 239 | Morris, William S.    | 14   | Same as No. 160.                                       | do.                                                        |
| 240 | Moss, Ralph           | 15   | Left Jan. 5, 1855                                      |                                                            |
| 241 | Mount, John F.        | 15   | Same as No. 160.                                       | do.                                                        |
| 242 | Neidlinger, William   | 15   | do.                                                    |                                                            |
| 243 | Norris, Thomas A.     | 15   | do.                                                    | Same as No. 364.                                           |
| 244 | Oakley, Masklin C.    | 16   | do.                                                    | do.                                                        |
| 245 | Ogden, Elias D.       | 16   | do.                                                    |                                                            |
| 246 | Ogden, James W.       | 16   | do.                                                    | do. (1 month.)                                             |
| 247 | Oscanyan, Thomas      | 14   | do.                                                    | Same as No. 160.                                           |
| 248 | Paterson, Samuel S.   | 16   | do.                                                    | do.                                                        |
| 249 | Pierce, William V.    | 16   | do. (4½ months.)                                       |                                                            |
| 250 | Pollock, Alexander    | 16   | do. (4 months.)                                        |                                                            |
| 251 | Pomeroy, Ralph        | 16   | Same as No. 160.                                       | do.                                                        |
| 252 | Quinn, William B.     | 16   | do.                                                    | do.                                                        |
| 253 | Renne, Dimon F.       | 16   | do.                                                    | do.                                                        |
| 254 | Rogers, Frederick C.  | 16   | do. (4½ months.)                                       |                                                            |
| 255 | Ross, William Alex.   | 14   | Same as No. 160.                                       | Same as No. 364.                                           |
| 256 | Ryan, Bernard         | 15   | do.                                                    | do. (1 month.)                                             |
| 257 | Ryer, Benjamin F.     | 15   | do.                                                    | Same as No. 364.                                           |
| 258 | Savage, George W.     | 15   | do.                                                    | do. (1 month.)                                             |
| 259 | Schleuter, Theodore   | 15   | do.                                                    | Same as No. 364.                                           |
| 260 | Scotfield, Samuel L.  | 15   | do.                                                    | Same as No. 160.                                           |
| 261 | Scott, John F.        | 14   | do.                                                    | do.                                                        |
| 262 | Seaman, James A.      | 14   | do.                                                    | do.                                                        |
| 263 | Seamen, James G.      | 16   | do.                                                    | Same as No. 364.                                           |
| 264 | Sherman, Gardner      | 15   | do.                                                    | Same as No. 160.                                           |
| 265 | Smith, Harrison B.    | 15   | do.                                                    | Same as No. 364.                                           |
| 266 | Smith, James G.       | 16   | do. (5 months.)                                        |                                                            |
| 267 | Smith, Piers-on W.    | 16   | Same as No. 160.                                       |                                                            |
| 268 | Somers, Frederick D.  | 16   | do.                                                    | Same as No. 160. (1 m.)                                    |
| 269 | Stewart, William      | 15   | do. (5½ months.)                                       |                                                            |
| 270 | Stoutenburgh, John P. | 18   | Same as No. 160.                                       | Same as No. 364.                                           |

| No. | Names of Students.   | Age. | Studies pursued from<br>January 1 to July<br>23, 1855.                                                                                                                                                                                                                                                                                             | Studies pursued from<br>July 23, 1855, to<br>Jan. 1, 1856.                                                                      |
|-----|----------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| 271 | Sullivan, Dennis F.  | 16   | Same as No. 160.                                                                                                                                                                                                                                                                                                                                   | Same as No. 160.                                                                                                                |
| 272 | Sumner, Heywood M.   | 16   | Left Jan. 8, 1855.                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                 |
| 273 | Sutton, John J.      | 16   | Same as No. 160.                                                                                                                                                                                                                                                                                                                                   | do.                                                                                                                             |
| 274 | Swezey, Samuel       | 18   | do.                                                                                                                                                                                                                                                                                                                                                | do.                                                                                                                             |
| 275 | Tanzer, Arnold       | 15   | do.                                                                                                                                                                                                                                                                                                                                                | do.                                                                                                                             |
| 276 | Thompson, Samuel A.  | 14   | Left Jan. 5, 1855.                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                 |
| 277 | Tisdall, Fitzgerald  | 16   | Same as No. 160.                                                                                                                                                                                                                                                                                                                                   | do.                                                                                                                             |
| 278 | Tomkins, Eugene      | 16   | do. (3½ months.)                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                 |
| 279 | Trimble, William M.  | 14   | Same as No. 160.                                                                                                                                                                                                                                                                                                                                   | Same as No. 364. (1 m.)                                                                                                         |
| 280 | Underhill, James     | 17   | do.                                                                                                                                                                                                                                                                                                                                                | do. (1 month.)                                                                                                                  |
| 281 | Van Giesen, Virginus | 17   | do. (3½ months.)                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                 |
| 282 | Van Note, Alex. S.   | 16   | Same as No. 160.                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                 |
| 283 | Van Tine, Frederick  | 16   | do.                                                                                                                                                                                                                                                                                                                                                | do. do.                                                                                                                         |
| 284 | Walber, Albert       | 14   | do.                                                                                                                                                                                                                                                                                                                                                | do. do.                                                                                                                         |
| 285 | Walber, Emile        | 15   | do.                                                                                                                                                                                                                                                                                                                                                | Same as No. 160. (1 m.)                                                                                                         |
| 286 | Ward, Charles A.     | 17   | do.                                                                                                                                                                                                                                                                                                                                                | Same as No. 160.                                                                                                                |
| 287 | Weeks, Benjamin      | 16   | do. (2½ months.)                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                 |
| 288 | Welles, Edward B.    | 16   | Left Jan. 5, 1855.                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                 |
| 289 | Wheeler, Walter G.   | 15   | Same as No. 160.                                                                                                                                                                                                                                                                                                                                   | Same as No. 364.                                                                                                                |
| 290 | White, Orion         | 17   | do.                                                                                                                                                                                                                                                                                                                                                | Same as No. 160.                                                                                                                |
| 291 | Wills, Joseph        | 17   | do.                                                                                                                                                                                                                                                                                                                                                | do.                                                                                                                             |
| 292 | Wilson, Philip L.    | 15   | do.                                                                                                                                                                                                                                                                                                                                                | do.                                                                                                                             |
| 293 | Winne, William M.    | 16   | do.                                                                                                                                                                                                                                                                                                                                                | Same as No. 364. (1 m.)                                                                                                         |
| 294 | Woglom, Gilbert T.   | 15   | do.                                                                                                                                                                                                                                                                                                                                                | Same as No. 160.                                                                                                                |
| 295 | Wood, Edward A.      | 15   | do.                                                                                                                                                                                                                                                                                                                                                | do.                                                                                                                             |
| 296 | Woodruff, L. De F.   | 15   | do.                                                                                                                                                                                                                                                                                                                                                | do.                                                                                                                             |
| 297 | Wolf, Solomon J.     | 15   | do.                                                                                                                                                                                                                                                                                                                                                | do.                                                                                                                             |
| 298 | Wright, David Fennie | 16   | do. (4½ months.)                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                 |
| 299 | Wyszynski, Eustace   | 15   | Left January 5, 1855.                                                                                                                                                                                                                                                                                                                              |                                                                                                                                 |
| 300 | Young, Samuel J.     | 14   | Same as No. 160.                                                                                                                                                                                                                                                                                                                                   | Same as No. 364. (1 m.)                                                                                                         |
| 301 | Adams, Samuel G.     | 15   | do.<br>In all except the An-<br>cient Languages.<br>French—General re-<br>view of the studies of<br>the previous term.<br>Roemer's 1st French<br>Reader, entire.<br>Pinney and Badois'<br>Grammar, from 20th to<br>the 50th Lesson.<br>Logical and Gram-<br>matical Analysis. Ir-<br>regular Verbs. Review<br>every two weeks.<br>Time—Six months. | Same as No. 564.                                                                                                                |
| 302 | Amerman, John        | 15   | Same as No. 301.                                                                                                                                                                                                                                                                                                                                   | do.                                                                                                                             |
| 303 | Amory, James         | 16   | do.                                                                                                                                                                                                                                                                                                                                                | do.                                                                                                                             |
| 304 | Banks, Joseph E.     | 16   | do.                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                 |
| 305 | Beach, Dwight F.     | 15   | do. (2 months.)                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                 |
| 306 | Bigelow, John P.     | 17   | Same as No. 301.                                                                                                                                                                                                                                                                                                                                   | Same as No. 160.<br>In all except An-<br>cient Languages.<br>French—Pinney and<br>Badois' Grammar, from<br>40th to 65th lesson. |

| No. | Names of Students.    | Age. | Studies pursued from<br>January 1 to July<br>23, 1855. | Studies pursued from<br>July 23, 1855, to<br>January 1, 1856.                                                                                                                                                                                                                                                                                        |
|-----|-----------------------|------|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     |                       |      |                                                        | Roemer's 2d Reader<br>to p. 213.<br>Dictation with appli-<br>cation of Grammar.<br>Spanish-Ollendorff's<br>method, XIX lessons.<br>Ollendorff's Gram-<br>mar (half). Colmena<br>Española, 60 pp. Ve-<br>lasquez' Phrases, (half.)<br>Do. Vocabulary to<br>42d p. Regular and<br>Irregular Verbs. Read-<br>ing and Conversation.<br>Time—Four months. |
| 307 | Birch, Clinton S.     | 15   | Same as No. 301. (1 m.)                                |                                                                                                                                                                                                                                                                                                                                                      |
| 308 | Brown, Clifford I.    | 15   | Same as No. 301.                                       | Same as No. 564.                                                                                                                                                                                                                                                                                                                                     |
| 309 | Bruce, James          | 14   | do.                                                    | Same as No. 306.                                                                                                                                                                                                                                                                                                                                     |
| 310 | Carl, John Samuel     | 15   | do.                                                    | Same as No. 564. (1 m.)                                                                                                                                                                                                                                                                                                                              |
| 311 | Carolin, John A.      | 15   | do.                                                    | Same as No. 306.                                                                                                                                                                                                                                                                                                                                     |
| 312 | Clark, Robert Nunns   | 14   | do.                                                    | do.                                                                                                                                                                                                                                                                                                                                                  |
| 313 | Corson, George G.     | 16   | do.                                                    | do.                                                                                                                                                                                                                                                                                                                                                  |
| 314 | Davis, George B.      | 15   | Left January 5, 1855.                                  |                                                                                                                                                                                                                                                                                                                                                      |
| 315 | Day, Benjamin         | 17   | Same as No. 301.                                       |                                                                                                                                                                                                                                                                                                                                                      |
| 316 | Dingman, John H.      | 17   | do.                                                    | do. (1 month.)                                                                                                                                                                                                                                                                                                                                       |
| 317 | Durbrow, Stephen A.   | 18   | do.                                                    | Same as No. 564.                                                                                                                                                                                                                                                                                                                                     |
| 318 | Ennis, William H.     | 14   | do.                                                    | do. (1 month.)                                                                                                                                                                                                                                                                                                                                       |
| 319 | Fairchild, George C.  | 16   | do.                                                    | Same as No. 564.                                                                                                                                                                                                                                                                                                                                     |
| 320 | Fenner, George W.     | 16   | do.                                                    | Same as No. 306. (1 m.)                                                                                                                                                                                                                                                                                                                              |
| 321 | Fotheringham, Edward  | 17   | do. (1½ month.)                                        |                                                                                                                                                                                                                                                                                                                                                      |
| 322 | Fowler, William M.    | 15   | Same as No. 301.                                       | Same as No. 564.<br>(1 month.)                                                                                                                                                                                                                                                                                                                       |
| 323 | Haddan, Euphrates     | 15   | do.                                                    | Same as No. 564.                                                                                                                                                                                                                                                                                                                                     |
| 324 | Hall, George W.       | 17   | do.                                                    | do.                                                                                                                                                                                                                                                                                                                                                  |
| 325 | Heath, Eugene A.      | 15   | Left January 5, 1855.                                  |                                                                                                                                                                                                                                                                                                                                                      |
| 326 | Hunt, Richard R.      | 16   | Same as No. 301.                                       | Same as No. 306.<br>(1½ month.)                                                                                                                                                                                                                                                                                                                      |
| 327 | Jackson, James        | 14   | do.                                                    | Same as No. 564.                                                                                                                                                                                                                                                                                                                                     |
| 328 | Kent, Charles R.      | 14   | do.                                                    | do.                                                                                                                                                                                                                                                                                                                                                  |
| 329 | Klein, Emil           | 16   | do.                                                    | do. (2 months.)                                                                                                                                                                                                                                                                                                                                      |
| 330 | Knighton, John F.     | 14   | do (1 month.)                                          |                                                                                                                                                                                                                                                                                                                                                      |
| 331 | Koerner, Herman C.    | 15   | Same as No. 301.                                       | Same as No. 306.                                                                                                                                                                                                                                                                                                                                     |
| 332 | Leckie, William       | 15   | do.                                                    | Same as No. 564.                                                                                                                                                                                                                                                                                                                                     |
| 333 | Lowe, John G.         | 15   | do.                                                    | Same as No. 306.<br>(1 month.)                                                                                                                                                                                                                                                                                                                       |
| 334 | McClure, Thomas R.    | 16   | Left January 5, 1855.                                  |                                                                                                                                                                                                                                                                                                                                                      |
| 335 | McCutchen, Thomas H.  | 16   | Same as No. 301.                                       | Same as No. 564.                                                                                                                                                                                                                                                                                                                                     |
| 336 | Marsh, James H.       | 16   | do.                                                    | Same as No. 306.                                                                                                                                                                                                                                                                                                                                     |
| 337 | Merritt, Mortimer C.  | 16   | do.                                                    | do.                                                                                                                                                                                                                                                                                                                                                  |
| 338 | Mills, Charles Ed.    | 17   | do.                                                    |                                                                                                                                                                                                                                                                                                                                                      |
| 339 | Monson, Charles       | 15   | do. (4½ months.)                                       |                                                                                                                                                                                                                                                                                                                                                      |
| 340 | Montgomery, Rich'd R. | 16   | Same as No. 301.                                       | do.<br>In French, Spanish<br>and History. Pursues<br>a partial course.                                                                                                                                                                                                                                                                               |
| 341 | Moss, Francis G.      | 14   | do. (5 months.)                                        |                                                                                                                                                                                                                                                                                                                                                      |
| 342 | Nexsen, Heyer M.      | 14   | Same as No. 301.                                       | Same as No. 306.                                                                                                                                                                                                                                                                                                                                     |

| No. | Names of Students.    | Age. | Studies pursued from<br>January 1 to July<br>23, 1855. | Studies pursued from<br>July 23, 1855, to<br>Jan. 1, 1856.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----|-----------------------|------|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 343 | Noah, Henry,          | 16   | Same as No. 301.                                       | Same as No. 564.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 344 | Norris, Brainard T.   | 17   | do. (5 months.)                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 345 | Porter, Horace        | 16   | Same as No. 301.                                       | Same as No. 306.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 346 | Reis, Jacob           | 14   | do.                                                    | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 347 | Robinson, George W.   | 15   | do.                                                    | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 348 | Rolston, Matthew      | 15   | do.                                                    | Same as No. 564.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 349 | Rosenthal, William W. | 14   | do.                                                    | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 350 | Sanders, George Fred. | 16   | do. (5 months.)                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 351 | Schmidt, Edward M.    | 17   | Same as No. 301.                                       | Same as No. 306.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 352 | Shave, John T. M.     | 16   | do.                                                    | Same as No. 564.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 353 | Smith, Alexander      | 14   | do.                                                    | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 354 | Southworth, Joseph    | 16   | do.                                                    | Same as No. 306.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 355 | Sweeney, Miles        | 15   | do.                                                    | Same as No. 564.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 356 | Sodd, Charles M.      | 14   | do.                                                    | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 357 | Vandewater, J. J. F.  | 15   | do.                                                    | Same as No. 306.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 358 | Watson, Charles W.    | 14   | do.                                                    | do.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 359 | Weber, Charles F.     | 16   | do. (4½ months.)                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 360 | Whitten, George E.    | 17   | do. (4 months.)                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 361 | Williams, John J.     | 16   | Left January 5, 1855.                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 362 | Wood, Frank,          | 15   | Same as No. 301.                                       | Same as No. 306.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 363 | Woolley, Thomas       | 17   | do.                                                    | Same as No. 564.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 364 | Abbe, Walter          | 14   |                                                        | <p>Mathematics.—Dooharty's Algebra, to the VIIIth Chap., and reviewed.</p> <p>Latin—Andrew's and Stoddard's Latin Grammar. Andrew's Latin Reader, 24 Fables. General Principles of Grammar, 67 pp.</p> <p>Natural Science.—Chambers' Introduction to the Sciences.</p> <p>The class have been chiefly engaged in attending lectures on astronomy and physical geography, (one lecture each week,) and the students required to take notes and prepare themselves for recitation. The notes taken, examined and credited.</p> <p>Moral Science.—(Mostly by lectures,) Wayland—abridged—as a text book. Hart's Constitution of the United States, (entire,) and reviewed to 61st p.</p> <p>Time—Four months.</p> <p>Same as No. 364.</p> <p>do.</p> |
| 365 | Abraham, Jas. C.      | 15   |                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 366 | Acherson, James J.    | 14   |                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

| No. | Names of Students.      | Age. | Studies pursued from<br>January 1 to July<br>23, 1855. | Studies pursued from<br>July 23, 1855, to<br>Jan. 1, 1856. |
|-----|-------------------------|------|--------------------------------------------------------|------------------------------------------------------------|
| 367 | Adams, Wm. Henry        | 14   |                                                        | Same as No. 364.<br>(2½ months.)                           |
| 368 | Allen, Aaron C.         | 13   |                                                        | Same as No. 364. (1 m.)                                    |
| 369 | Amelung, Adolph. L.     | 15   |                                                        | Same as No. 364.                                           |
| 370 | Ankers, John Henry      | 13   |                                                        | do. (1 month.)                                             |
| 371 | Baker, Edward L.        | 13   |                                                        | Same as No. 364.                                           |
| 372 | Beiser, John            | 14   |                                                        | do. (1 month.)                                             |
| 373 | Belden, William H.      | 13   |                                                        | Same as No. 364.                                           |
| 374 | Berryman, John, jr.     | 13   |                                                        | do. 27 months.)                                            |
| 375 | Bloomfield, John C.     | 13   |                                                        | Same as No. 364.                                           |
| 376 | Blun, Luis              | 14   |                                                        | do.                                                        |
| 377 | Blythe, Andrew          | 13   |                                                        | do.                                                        |
| 378 | Bogart, Duncan          | 14   |                                                        | do.                                                        |
| 379 | Bradley, Edward A.      | 14   |                                                        | do.                                                        |
| 380 | Brady, William P.       | 14   |                                                        | do.                                                        |
| 381 | Brewster, Frederick     | 14   |                                                        | do.                                                        |
| 382 | Brown, Frederick J.     | 13   |                                                        | do. (2½ months)                                            |
| 383 | Buckmaster, John W.     | 14   |                                                        | Same as No. 364.                                           |
| 384 | Butcher, John H.        | 13   |                                                        | do.                                                        |
| 385 | Byrne, Wm. Patrick      | 15   |                                                        | do. (1 month.)                                             |
| 386 | Candler, Flaman B.      | 17   |                                                        | Same as No. 364.                                           |
| 387 | Cannon, Wm. John        | 14   |                                                        | do.                                                        |
| 388 | Carpenter, Jas. E.      | 13   |                                                        | do. (1 month.)                                             |
| 389 | Chappell, William       | 13   |                                                        | do.                                                        |
| 390 | Chapin, John J.         | 13   |                                                        | do.                                                        |
| 391 | Choller, Byron E.       | 15   |                                                        | do.                                                        |
| 392 | Clark, Paris G.         | 16   |                                                        | do.                                                        |
| 393 | Cock, William R., jr.   | 13   |                                                        | do.                                                        |
| 394 | Cohen, Leonard G.       | 15   |                                                        | do.                                                        |
| 395 | Cohn, Solomon M.        | 13   |                                                        | do.                                                        |
| 396 | Conover, Charles H.     | 15   |                                                        | do.                                                        |
| 397 | Cowdry, Francis H.      | 13   |                                                        | do.                                                        |
| 398 | Crocheron, Reuben       | 14   |                                                        | do.                                                        |
| 399 | Crosby, Franklin B.     | 14   |                                                        | do.                                                        |
| 400 | Crosby, Wm. B., jr.     | 13   |                                                        | do.                                                        |
| 401 | De Con, James A.        | 15   |                                                        | do.                                                        |
| 402 | De Peyster, Fred. J.    | 16   |                                                        | do.                                                        |
| 403 | De Peyster, Jacob A.    | 15   |                                                        | do.                                                        |
| 404 | Davis, Charles E.       | 13   |                                                        | do.                                                        |
| 405 | Doremus, Cornelius D.   | 13   |                                                        | do.                                                        |
| 406 | Downing, Joseph A.      | 16   |                                                        | do.                                                        |
| 407 | Drake, Isaac James      | 15   |                                                        | do. (1½ month.)                                            |
| 408 | Duke, Kosciusko         | 13   |                                                        | Same as No. 364.                                           |
| 409 | Dunn, Francis Budd      | 14   |                                                        | do.                                                        |
| 410 | Dwight, Melatiah E.     | 14   |                                                        | do.                                                        |
| 411 | Eccles, William C.      | 13   |                                                        | do.                                                        |
| 412 | Edwards, John D.        | 15   |                                                        | do.                                                        |
| 413 | Eells, John             | 14   |                                                        | do.                                                        |
| 414 | Ellsworth, Wm., jr.     | 17   |                                                        | do.                                                        |
| 415 | Emerson, Charles        | 14   |                                                        | do.                                                        |
| 416 | Fay, Jeremiah           | 15   |                                                        | do. (1 month.)                                             |
| 417 | Fitch, John Bellamy     | 13   |                                                        | Same as No. 364.                                           |
| 418 | Flynn, Thomas J.        | 15   |                                                        | do. (1 month.)                                             |
| 419 | Forrester, Charles, jr. | 14   |                                                        | Same as No. 364.                                           |
| 420 | Fox, William            | 14   |                                                        | do. (1 month.)                                             |
| 421 | Gaines, John            | 15   |                                                        | Same as No. 364.                                           |
| 422 | Gallagher, Dennis       | 12   |                                                        | do.                                                        |



| No. | Names of Students.    | Age. | Studies pursued from<br>January 1 to July<br>23, 1855. | Studies pursued from<br>July 23, 1855, to<br>Jan. 1, 1856. |
|-----|-----------------------|------|--------------------------------------------------------|------------------------------------------------------------|
| 423 | Garrison, Charles S.  | 13   |                                                        | Same as No. 364.                                           |
| 424 | Gillette, Walter R.   | 16   |                                                        | do.                                                        |
| 425 | Gillman, John R.      | 14   |                                                        | do.                                                        |
| 426 | Gimbernat, Julius R.  | 15   |                                                        | do.                                                        |
| 427 | Glover, Thomas        | 15   |                                                        | do.                                                        |
| 428 | Goodwin, Frederick J. | 15   |                                                        | do.                                                        |
| 429 | Gray, Abraham B.      | 13   |                                                        | do.                                                        |
| 430 | Greeley, Joseph L.    | 16   |                                                        | do.                                                        |
| 431 | Griggs, Nelson        | 13   |                                                        | do.                                                        |
| 432 | Hartmann, Charles     | 14   |                                                        | do. (1 month.)                                             |
| 433 | Hartt, Henry L. B.    | 14   |                                                        | Same as No. 364.                                           |
| 434 | Harned, Luther M.     | 16   |                                                        | do.                                                        |
| 435 | Heller, John Henry    | 13   |                                                        | do.                                                        |
| 436 | Heyne, John F.        | 14   |                                                        | do. (1 month.)                                             |
| 437 | Hildburghauser, L. H. | 14   |                                                        | Same as No. 364.                                           |
| 438 | Hill, Andrew          | 14   |                                                        | do. (1½ month.)                                            |
| 439 | Hiscox, Freeman       | 14   |                                                        | Same as No. 364.                                           |
| 440 | Hopkins, Archibald W. | 12   |                                                        | do.                                                        |
| 441 | Hopping, Edward C.    | 13   |                                                        | do.                                                        |
| 442 | Horsfield, Richard T. | 16   |                                                        | do.                                                        |
| 443 | Horsfield, Timothy N. | 15   |                                                        | do.                                                        |
| 444 | Hoyt, Benjamin F.     | 14   |                                                        | do.                                                        |
| 445 | Hudson, Victor E.     | 15   |                                                        | do.                                                        |
| 446 | Hutchison, William J. | 13   |                                                        | do.                                                        |
| 447 | Hyatt, Stephen B.     | 13   |                                                        | do.                                                        |
| 448 | Hyde, Edwin Francis   | 13   |                                                        | do.                                                        |
| 449 | Hyde, Ralph Mead      | 16   |                                                        | do.                                                        |
| 450 | Jakubowski, F. C.     | 13   |                                                        | do.                                                        |
| 451 | Jackson, James H.     | 15   |                                                        | do.                                                        |
| 452 | James, Josiah         | 13   |                                                        | do.                                                        |
| 453 | Jones, George Wm.     | 15   |                                                        | do.                                                        |
| 454 | Keith, Charles C. T.  | 13   |                                                        | do.                                                        |
| 455 | Keller, George        | 13   |                                                        | do.                                                        |
| 456 | Kelly, William        | 13   |                                                        | do.                                                        |
| 457 | Kennedy, Charles S.   | 15   |                                                        | do.                                                        |
| 458 | Kenyon, George C.     | 17   |                                                        | do.                                                        |
| 459 | Ketcham, George       | 14   |                                                        | do.                                                        |
| 460 | Ketchum, Edgar, jr.   | 14   |                                                        | do.                                                        |
| 461 | King, Isaac Manes     | 14   |                                                        | do.                                                        |
| 462 | King, James, jr.      | 13   |                                                        | do.                                                        |
| 463 | Knox, Chas. McLean    | 18   |                                                        | do.                                                        |
| 464 | Leach, Adam C., jr.   | 14   |                                                        | do.                                                        |
| 465 | Lent, Rufus           | 17   |                                                        | do. (1 month.)                                             |
| 466 | Little, John          | 13   |                                                        | Same as No. 364.                                           |
| 467 | Little, William       | 15   |                                                        | do.                                                        |
| 468 | Livermore, Francis D. | 14   |                                                        | do.                                                        |
| 469 | Livingston, Wm. H.    | 15   |                                                        | do.                                                        |
| 470 | Locke, John           | 15   |                                                        | do. (2½ months.)                                           |
| 471 | Loughman, Simon       | 15   |                                                        | do. (1 month.)                                             |
| 472 | Luckey, Jesse Brush   | 14   |                                                        | Same as No. 364.                                           |
| 473 | Ludlam, Fitch R.      | 15   |                                                        | do.                                                        |
| 474 | Lyon, William G.      | 13   |                                                        | do.                                                        |
| 475 | McClave, John         | 16   |                                                        | do. (1 month.)                                             |
| 476 | McCormick, Francis    | 13   |                                                        | do.                                                        |
| 477 | McCutcheon, Edward    | 13   |                                                        | Same as No. 364.                                           |
| 478 | McDonough, James      | 13   |                                                        | do.                                                        |
| 479 | McFarlane, James      | 15   |                                                        | do.                                                        |

| No. | Names of Students.     | Age. | Studies pursued from<br>January 1 to July<br>23, 1855. | July 23, 1855, to<br>Jan. 1, 1856. |
|-----|------------------------|------|--------------------------------------------------------|------------------------------------|
| 480 | McLarty, John          | 13   |                                                        | Same as No. 364.                   |
| 481 | McQuaide, William O.   | 13   |                                                        | do.                                |
| 482 | Mackellar, Thomas      | 14   |                                                        | do.                                |
| 483 | Markoe, Francis        | 15   |                                                        | do.                                |
| 484 | Marsh, Edward F.       | 14   |                                                        | do.                                |
| 485 | Mastin, Jacob E.       | 14   |                                                        | do.                                |
| 486 | Maxwell, Henry         | 14   |                                                        | do. (1 month.)                     |
| 487 | Meikleham, Thos. M.R.  | 14   |                                                        | Same as No. 364.                   |
| 488 | Michaelis, Otto E.     | 13   |                                                        | do.                                |
| 489 | Mickey, Wilson         | 15   |                                                        | do. (1 month.)                     |
| 490 | Miller, William T.     | 13   |                                                        | Same as No. 364.                   |
| 491 | Milne, Alexander C.    | 15   |                                                        | do.                                |
| 492 | Minne, Marshall A.     | 13   |                                                        | do.                                |
| 493 | Moore, David M.        | 13   |                                                        | do. (1 month.)                     |
| 494 | Morrison, David M.     | 14   |                                                        | Same as No. 364.                   |
| 495 | Muller, William T. L.  | 14   |                                                        | do.                                |
| 496 | Nesbit, Alexander      | 15   |                                                        | do.                                |
| 497 | Newell, George Harvey  | 13   |                                                        | do.                                |
| 498 | O'Brien, William       | 14   |                                                        | do.                                |
| 499 | O'Keef, Frank Hall     | 16   |                                                        | do. (1 month.)                     |
| 500 | O'Neil, Henry P.       | 13   |                                                        | Same as No. 364.                   |
| 501 | Parker, David          | 14   |                                                        | do. (1 month.)                     |
| 502 | Parsons, Joseph E.     | 14   |                                                        | do.                                |
| 503 | Patterson, Charles H.  | 14   |                                                        | Same as No. 364.                   |
| 504 | Patridge, Samuel S.    | 17   |                                                        | do.                                |
| 505 | Pettigrew, Eugene A.   | 13   |                                                        | do.                                |
| 506 | Phillips, William      | 14   |                                                        | do.                                |
| 507 | Post, George D. S.     | 16   |                                                        | do.                                |
| 508 | Quinn, Patrick         | 16   |                                                        | do. (2½ months.)                   |
| 509 | Randolph, John M. F.   | 14   |                                                        | do. (1 month.)                     |
| 510 | Riley, James           | 14   |                                                        | Same as No. 364.                   |
| 511 | Roberts, George W.     | 13   |                                                        | do.                                |
| 512 | Roeder, Leopold        | 13   |                                                        | do.                                |
| 513 | Rogers, Edwin H.       | 13   |                                                        | do.                                |
| 514 | Rogers, James E.       | 13   |                                                        | do.                                |
| 515 | Rogers, Nicholas A. D. | 14   |                                                        | do.                                |
| 516 | Rosenfeld, Frederick   | 14   |                                                        | do.                                |
| 517 | Sanders, Reid          | 17   |                                                        | do.                                |
| 518 | Sands, James W.        | 18   |                                                        | do. (2½ months.)                   |
| 519 | Sherwood, Scott R.     | 13   |                                                        | Same as No. 364.                   |
| 520 | Simonson, Lewis W.     | 13   |                                                        | do.                                |
| 521 | Smith, Francis J.      | 14   |                                                        | do.                                |
| 522 | Smith, Isaac P.        | 14   |                                                        | do. (1 month.)                     |
| 523 | Smith, Wilson Small    | 15   |                                                        | Same as No. 364.                   |
| 524 | Snedden, George        | 13   |                                                        | do.                                |
| 525 | Spencer, Eugene W.     | 16   |                                                        | do.                                |
| 526 | Spencer, Galen C.      | 16   |                                                        | do.                                |
| 527 | Sproulls, Henry H.     | 14   |                                                        | do. (2½ months.)                   |
| 528 | Stephenson, Wesley C.  | 16   |                                                        | Same as No. 364.                   |
| 529 | Stewart, Robert H.     | 13   |                                                        | do.                                |
| 530 | Stuchfield, Selas B.   | 14   |                                                        | do.                                |
| 531 | Sullivan, Stephen P.   | 14   |                                                        | do.                                |
| 532 | Taylor, James          | 14   |                                                        | do.                                |
| 533 | Taylor, William        | 13   |                                                        | do.                                |
| 534 | Taylor, William H.     | 15   |                                                        | do.                                |
| 535 | Taylor, William L.     | 14   |                                                        | do.                                |
| 536 | Thackaberry, W. G. H.  | 14   |                                                        | do. (1 month.)                     |

| No. | Names of Students.      | Age. | Studies pursued from<br>January 1 to July<br>28, 1855. | Studies pursued from<br>July 23, 1855, to<br>Jan. 1, 1856.                                                                                                                                                                                                                                        |
|-----|-------------------------|------|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 537 | Thorne, Thomas          | 14   |                                                        | Same as No. 364.                                                                                                                                                                                                                                                                                  |
| 538 | Thurston, George W.     | 13   |                                                        | do.                                                                                                                                                                                                                                                                                               |
| 539 | Torry, Herbert G.       | 17   |                                                        | do.                                                                                                                                                                                                                                                                                               |
| 540 | Trainor, Eugene F.      | 14   |                                                        | do.                                                                                                                                                                                                                                                                                               |
| 541 | Trimball, Charles B.    | 15   |                                                        | Same as No. 364, (1m.)                                                                                                                                                                                                                                                                            |
| 542 | Tripp, William H.       | 14   |                                                        | Same as No. 364.                                                                                                                                                                                                                                                                                  |
| 543 | Tyng, Morris Ashhurst   | 16   |                                                        | do.                                                                                                                                                                                                                                                                                               |
| 544 | Van Boskerek, Richd T.  | 14   |                                                        | do.                                                                                                                                                                                                                                                                                               |
| 545 | Van Brunt, Charles F.   | 13   |                                                        | do.                                                                                                                                                                                                                                                                                               |
| 546 | Van de Wiele, Louis     | 13   |                                                        | do.                                                                                                                                                                                                                                                                                               |
| 547 | Van Dyke, Samuel E.     | 15   |                                                        | do.                                                                                                                                                                                                                                                                                               |
| 548 | Van Pragg, Henry A.     | 15   |                                                        | do.                                                                                                                                                                                                                                                                                               |
| 549 | Vanderbeck, Abraham     | 14   |                                                        | do.                                                                                                                                                                                                                                                                                               |
| 550 | Verdin, Joseph T.       | 13   |                                                        | do.                                                                                                                                                                                                                                                                                               |
| 551 | Vienot, Emil            | 14   |                                                        | do.                                                                                                                                                                                                                                                                                               |
| 552 | Vought, Edward M.       | 14   |                                                        | do.                                                                                                                                                                                                                                                                                               |
| 553 | Walsh, Mike, Jr.        | 15   |                                                        | do.                                                                                                                                                                                                                                                                                               |
| 554 | Ward, Peter             | 13   |                                                        | do.                                                                                                                                                                                                                                                                                               |
| 555 | Weeden, George H.       | 15   |                                                        | do.                                                                                                                                                                                                                                                                                               |
| 556 | Weightman, George       | 12   |                                                        | do.                                                                                                                                                                                                                                                                                               |
| 557 | Welden, John Jr.        | 13   |                                                        | do.                                                                                                                                                                                                                                                                                               |
| 558 | Werner, Robert          | 15   |                                                        | do.                                                                                                                                                                                                                                                                                               |
| 559 | Willey, Oscar           | 14   |                                                        | do.                                                                                                                                                                                                                                                                                               |
| 560 | Wiltsie, James          | 13   |                                                        | do. (1 month.)                                                                                                                                                                                                                                                                                    |
| 561 | Young, Albert           | 15   |                                                        | Same as No. 364.                                                                                                                                                                                                                                                                                  |
| 562 | Young, Edward F.        | 15   |                                                        | do.                                                                                                                                                                                                                                                                                               |
| 563 | Zeller, Charles H.      | 14   |                                                        | do.                                                                                                                                                                                                                                                                                               |
| 564 | Allison, Alfred M.      | 15   |                                                        | Same as No. 364.<br>In all except the<br>Languages.<br>French — Vannier's<br>Pronunciation. Pinney<br>and Badois' Grammar,<br>25 lessons. Perrin's<br>Fables, 12. The regu-<br>lar verbs in all their<br>forms, with oral Phrase-<br>ological Exercises.<br>Time—Four Months.<br>Same as No. 564. |
| 565 | Allen, William H.       | 13   |                                                        | do.                                                                                                                                                                                                                                                                                               |
| 566 | Andariese, James        | 13   |                                                        | do.                                                                                                                                                                                                                                                                                               |
| 567 | Bendernagel, John J.    | 14   |                                                        | do.                                                                                                                                                                                                                                                                                               |
| 568 | Book, George W.         | 14   |                                                        | do.                                                                                                                                                                                                                                                                                               |
| 569 | Briggs, Benjamin M.     | 13   |                                                        | do.                                                                                                                                                                                                                                                                                               |
| 570 | Briggs, Samuel S., Jr.  | 14   |                                                        | do.                                                                                                                                                                                                                                                                                               |
| 571 | Brinkerhoff, Charles C. | 14   |                                                        | do.                                                                                                                                                                                                                                                                                               |
| 572 | Brown, John W.          | 13   |                                                        | do.                                                                                                                                                                                                                                                                                               |
| 573 | Burger, Charles E.      | 15   |                                                        | do.                                                                                                                                                                                                                                                                                               |
| 574 | Cannon, Madison M.      | 16   |                                                        | do. (1½ month.)                                                                                                                                                                                                                                                                                   |
| 575 | Carroll, Charles H.     | 15   |                                                        | do. (1 month.)                                                                                                                                                                                                                                                                                    |
| 576 | Cassedy, William A.     | 14   |                                                        | Same as No. 564.                                                                                                                                                                                                                                                                                  |
| 577 | Cavenagh, William D.    | 14   |                                                        | do.                                                                                                                                                                                                                                                                                               |
| 578 | Chamberlin, Wm. H.H.    | 14   |                                                        | do.                                                                                                                                                                                                                                                                                               |
| 579 | Codett, Edwin Forrest   | 15   |                                                        | do.                                                                                                                                                                                                                                                                                               |
| 580 | Conner, Rowland         | 13   |                                                        | do.                                                                                                                                                                                                                                                                                               |
| 581 | Cottlow, Morris         | 14   |                                                        | do.                                                                                                                                                                                                                                                                                               |

| No. | Names of Students.    | Age. | Studies pursued from<br>Jan. 1 to July 23,<br>1855. | Studies pursued from<br>July 23, 1855, to<br>Jan. 1, 1856. |
|-----|-----------------------|------|-----------------------------------------------------|------------------------------------------------------------|
| 582 | Cronican, William     | 15   |                                                     | Same as No. 564.                                           |
| 583 | Da Cunha, John L.     | 16   |                                                     | do. (2½ months.)                                           |
| 584 | Denyse, Edwin F.      | 15   |                                                     | Same as No. 564.                                           |
| 585 | Denarest, Samuel S.   | 16   |                                                     | do.                                                        |
| 586 | Devoe, Walter B.      | 14   |                                                     | do.                                                        |
| 587 | Duffy, James M.       | 14   |                                                     | do.                                                        |
| 588 | Dunham, William A.    | 13   |                                                     | do.                                                        |
| 589 | Entz, Frederiek S.    | 15   |                                                     | do. (1 month.)                                             |
| 590 | Farrar, William H.    | 14   |                                                     | Same as No. 564.                                           |
| 591 | Ford, Samuel W.       | 15   |                                                     | do. (3 months.)                                            |
| 592 | Fowler, Andrew L.     | 15   |                                                     | do. (1 month.)                                             |
| 593 | Glover, William J.    | 14   |                                                     | Same as No. 564.                                           |
| 594 | Gordon, William P.    | 15   |                                                     | do.                                                        |
| 595 | Hamberger, Charles    | 14   |                                                     | do.                                                        |
| 596 | Hanson, Joseph H.     | 13   |                                                     | do.                                                        |
| 597 | Hardeastle, Jerome    | 15   |                                                     | do.                                                        |
| 598 | Harring, Henry        | 14   |                                                     | do. (1 month.)                                             |
| 599 | Henderson, William T. | 15   |                                                     | Same as No. 564.                                           |
| 600 | Hicks, Roland         | 14   |                                                     | do.                                                        |
| 601 | Hoey, William         | 13   |                                                     | do. (2½ months.)                                           |
| 602 | Hood, William H.      | 14   |                                                     | Same as No. 564.                                           |
| 603 | Hopping, Augustus R.  | 16   |                                                     | do.                                                        |
| 604 | Hotmer, William P.    | 13   |                                                     | do.                                                        |
| 605 | Jones, Francis G.     | 16   |                                                     | do. (1½ month.)                                            |
| 606 | Jones, James W.       | 14   |                                                     | Same as No. 564.                                           |
| 607 | Kellogg, Peter C.     | 14   |                                                     | do.                                                        |
| 608 | Kennedy, Theodore W.  | 13   |                                                     | do.                                                        |
| 609 | Kerr, James           | 14   |                                                     | do.                                                        |
| 610 | Kimball, William C.   | 14   |                                                     | do.                                                        |
| 611 | King, Joseph Lyman    | 15   |                                                     | do.                                                        |
| 612 | Kinsey, Peter S.      | 13   |                                                     | do.                                                        |
| 613 | Kirkham, George G. B. | 15   |                                                     | do.                                                        |
| 614 | Knapp, William A.     | 13   |                                                     | do.                                                        |
| 615 | Kraft, John F.        | 13   |                                                     | do.                                                        |
| 616 | Ladd, William F.      | 15   |                                                     | do.                                                        |
| 617 | Lawrence, Maurice L.  | 15   |                                                     | do.                                                        |
| 618 | Lawson, Albert G.     | 13   |                                                     | do.                                                        |
| 619 | Lentz, Edward         | 13   |                                                     | do.                                                        |
| 620 | Long, David Simes     | 16   |                                                     | do. (1 month.)                                             |
| 621 | Lorsch, Max           | 14   |                                                     | Same as No. 564.                                           |
| 622 | Loveridge, Henry      | 13   |                                                     | do.                                                        |
| 623 | Lowe, John            | 15   |                                                     | do.                                                        |
| 624 | Lowerre, James A.     | 17   |                                                     | do. (1 month.)                                             |
| 625 | McCarty, John         | 15   |                                                     | Same as No. 564.                                           |
| 626 | McCormick, Charles J. | 14   |                                                     | do.                                                        |
| 627 | McCrea, John E.       | 14   |                                                     | do.                                                        |
| 628 | McCullough, John      | 13   |                                                     | do.                                                        |
| 629 | McGuire, John         | 15   |                                                     | do. (1 month.)                                             |
| 630 | McKesson, John, Jr.   | 15   |                                                     | Same as No. 564.                                           |
| 631 | McMann, James D.      | 13   |                                                     | do.                                                        |
| 632 | Mallory, Thomas W.    | 14   |                                                     | do.                                                        |
| 633 | Moat, Lewis           | 14   |                                                     | do. (1 month.)                                             |
| 634 | Morris, Theodore W.   | 13   |                                                     | Same as No. 564.                                           |
| 635 | Murphy, James         | 17   |                                                     | do. (1 month.)                                             |
| 636 | Myers, David          | 13   |                                                     | Same as No. 564.                                           |
| 637 | Newschafer, George    | 15   |                                                     | do.                                                        |
| 638 | Ogden, William B.     | 14   |                                                     | do.                                                        |

| No. | Names of Students.     | Age. | Studies pursued from<br>January 1 to July<br>23, 1855. | Studies pursued from<br>July 23, 1855, to<br>Jan. 1, 1856. |
|-----|------------------------|------|--------------------------------------------------------|------------------------------------------------------------|
| 639 | Owen, Richard M.       | 13   |                                                        | Same as No. 564.                                           |
| 640 | Overton, Richard H.    | 14   |                                                        | do.                                                        |
| 641 | Parker, Samuel S.      | 15   |                                                        | do.                                                        |
| 642 | Parr, Benjamin         | 15   |                                                        | do.                                                        |
| 643 | Pierson, Moses H.      | 15   |                                                        | do.                                                        |
| 644 | Pike, John Parmly      | 15   |                                                        | do.                                                        |
| 645 | Pine, Joseph Danford   | 15   |                                                        | do.                                                        |
| 646 | Pinkney, James H., jr. | 15   |                                                        | do.                                                        |
| 647 | Ramsey, Philip I.      | 15   |                                                        | do.                                                        |
| 648 | Rawolle, Frederick     | 13   |                                                        | do.                                                        |
| 649 | Rawolle, William       | 15   |                                                        | do.                                                        |
| 650 | Roche, Philip A.       | 15   |                                                        | do.                                                        |
| 651 | Rockwood, W. H., jr.   | 13   |                                                        | do.                                                        |
| 652 | Saunders, John         | 13   |                                                        | do. (1 month.)                                             |
| 653 | Schwartz, Theodore G.  | 14   |                                                        | Same as No. 564.                                           |
| 654 | Schweyer, Edward       | 15   |                                                        | do.                                                        |
| 655 | Scott, George W.       | 15   |                                                        | do.                                                        |
| 656 | Senff, Charles H.      | 13   |                                                        | do.                                                        |
| 657 | Shade, Charles E.      | 15   |                                                        | do.                                                        |
| 658 | Smith, William C.      | 14   |                                                        | do.                                                        |
| 659 | Snow, Reh'd VanWyck    | 14   |                                                        | do.                                                        |
| 660 | Spratt, Horatio N.     | 14   |                                                        | do.                                                        |
| 661 | Starkey, David J.      | 16   |                                                        | do.                                                        |
| 662 | Stuart, Sidney H., jr. | 13   |                                                        | do.                                                        |
| 663 | Sweet, Milton B.       | 14   |                                                        | do.                                                        |
| 664 | Taylor, Daniel H.      | 15   |                                                        | do.                                                        |
| 665 | Thompson, Wm. J.       | 14   |                                                        | do.                                                        |
| 666 | Todd, Adam Henry       | 15   |                                                        | do.                                                        |
| 667 | Towle, Frank E.        | 15   |                                                        | do.                                                        |
| 668 | Trask, James Henr      | 15   |                                                        | do.                                                        |
| 669 | Tremain, Henry E.      | 15   |                                                        | do.                                                        |
| 670 | Tryon, Frederick M.    | 15   |                                                        | do.                                                        |
| 671 | Tully, William         | 16   |                                                        | do.                                                        |
| 672 | Van Giesen, Isaac      | 14   |                                                        | do.                                                        |
| 673 | Van Rensalaer, Ewd.    | 16   |                                                        | do.                                                        |
| 674 | Valentine, Thomas E.   | 16   |                                                        | do.                                                        |
| 675 | Vores, Charles         | 13   |                                                        | do.                                                        |
| 676 | Vouté, John Oscar      | 15   |                                                        | do.                                                        |
| 677 | Wallace, William       | 15   |                                                        | do.                                                        |
| 678 | Wall, Wm. J.           | 15   |                                                        | do.                                                        |
| 679 | White, Charles D.      | 15   |                                                        | do.                                                        |
| 680 | White, Henry Kirk      | 14   |                                                        | do.                                                        |
| 681 | White, William         | 13   |                                                        | do.                                                        |
| 682 | Wilson, Daniel         | 13   |                                                        | do.                                                        |
| 683 | Wilson, James W.       | 14   |                                                        | do.                                                        |
| 684 | Wood, Joseph L. R.     | 13   |                                                        | do.                                                        |
| 685 | Woodruff, Sandford E.  | 15   |                                                        | do. (1 month.)                                             |
| 686 | Zender, Justus Emile   | 13   |                                                        | Same as No. 564.                                           |

*Number of Students who have pursued Classical Studies and Studies  
in the higher branches of English Literature for four months.*

All the students named in the foregoing Schedule have pursued classical studies, and studies in the higher branches of English Literature, as therein stated, for four months and upwards (except seventy-seven, viz. : those numbered 43, 74, 76, 95, 120, 121, 150, 176, 180, 184, 189, 207, 222, 240, 272, 276, 278, 281, 287, 288, 299, 305, 307, 314, 321, 325, 330, 334, 361, 367, 368, 370, 372, 374, 382, 385, 388, 407, 416, 418, 420, 432, 436, 438, 465, 470, 471, 475, 486, 489, 493, 499, 501, 508, 509, 518, 522, 527, 536, 541, 560, 574, 575, 583, 589, 591, 592, 598, 601, 605, 620, 624, 629, 633, 635, 651, 685,) being in all six hundred and eleven.



## SCHOOL No. 2.

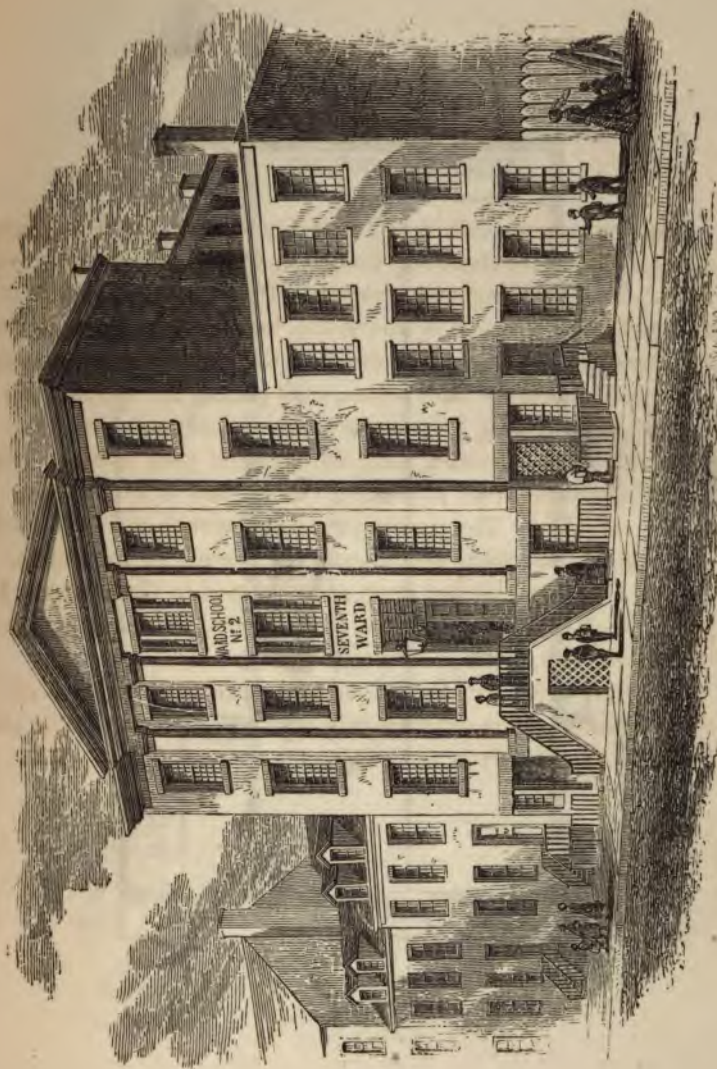
THE ELEVATION exhibits Ward School-house No. 2, in Henry street, which was extensively altered and repaired during the year 1855. The building was erected in 1835, at a cost of \$22,000, and had only two stories, above the basement. An additional story was put on and wings erected, thus affording more ample accommodations for class rooms, and giving an opportunity to remove the Primary Department out of the basement.

Plan I, is the ground plan, showing the yard and the playgrounds, which latter are under cover, and afford shelter in stormy weather. The stairways are at the rear and sides of the building. The water-closets occupy a portion of the wings.

Plan II, shows the first floor, appropriated to the Primary Department, with the stairways, class-rooms, galleries, &c., with the dimensions of the several apartments.

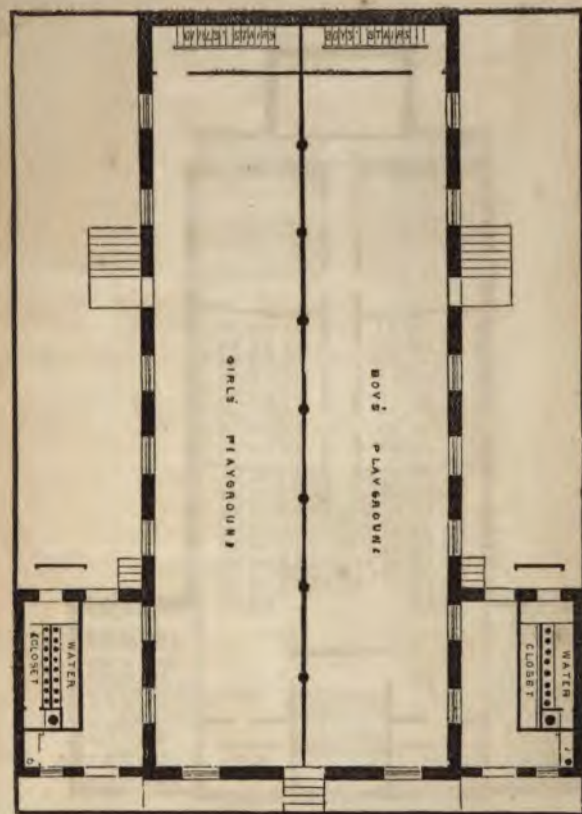
Plan III, represents the second and third stories, occupied by the male and female departments, which are similar. The sizes of the rooms are given in the plans.

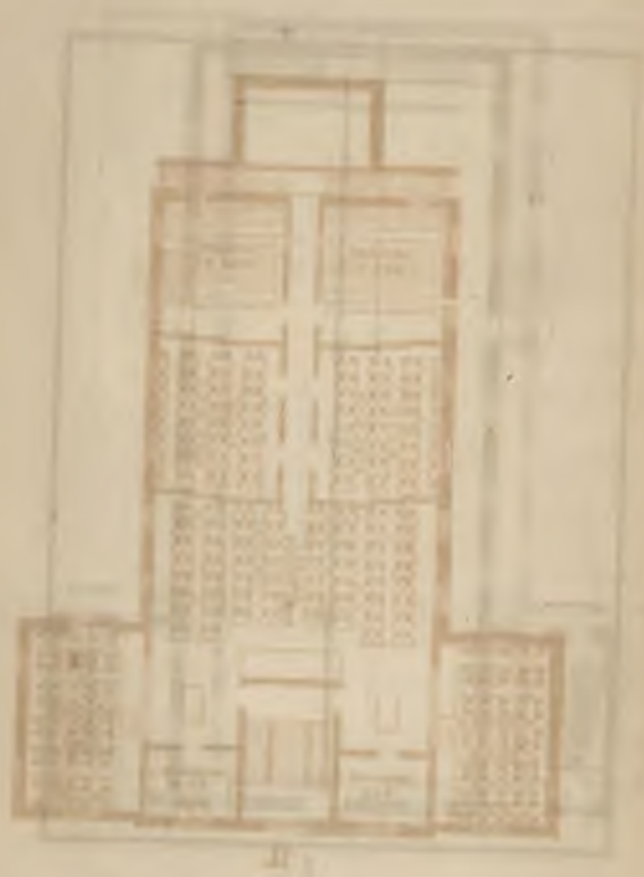


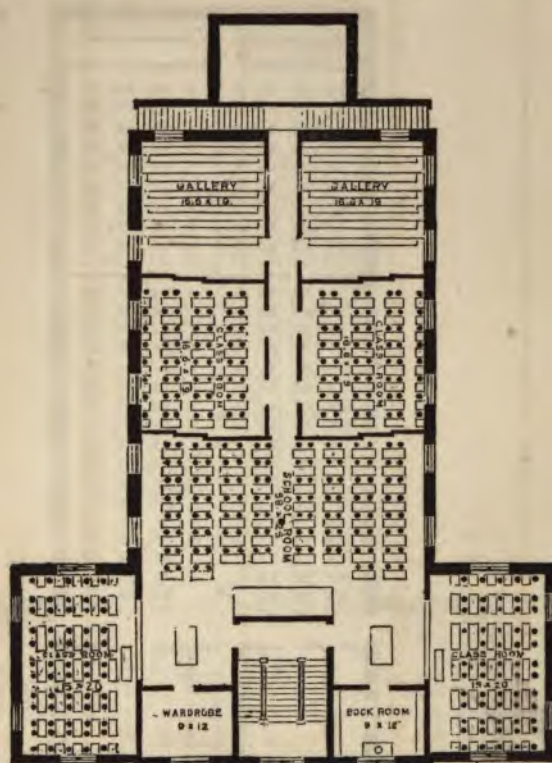


WARD SCHOOL No. 2, HENRY STREET, SEVENTH WARD.



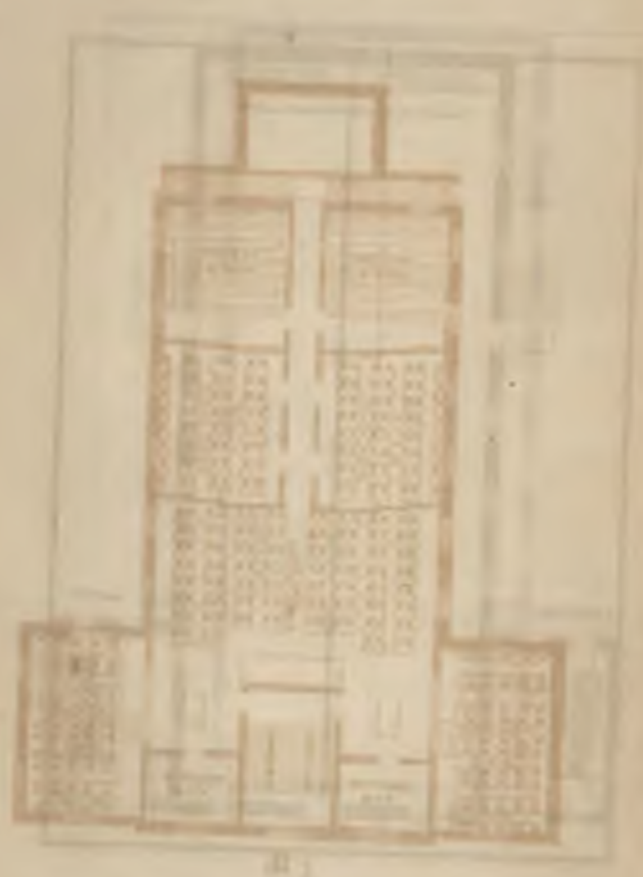


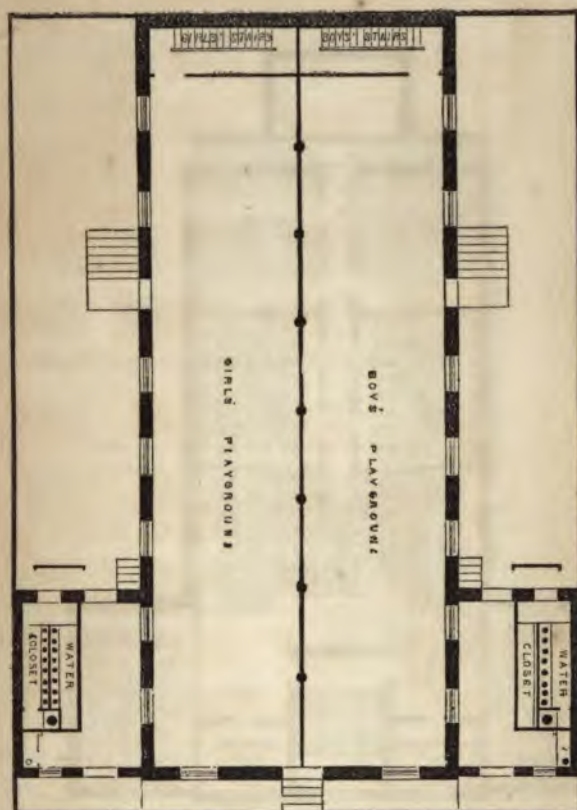




II.

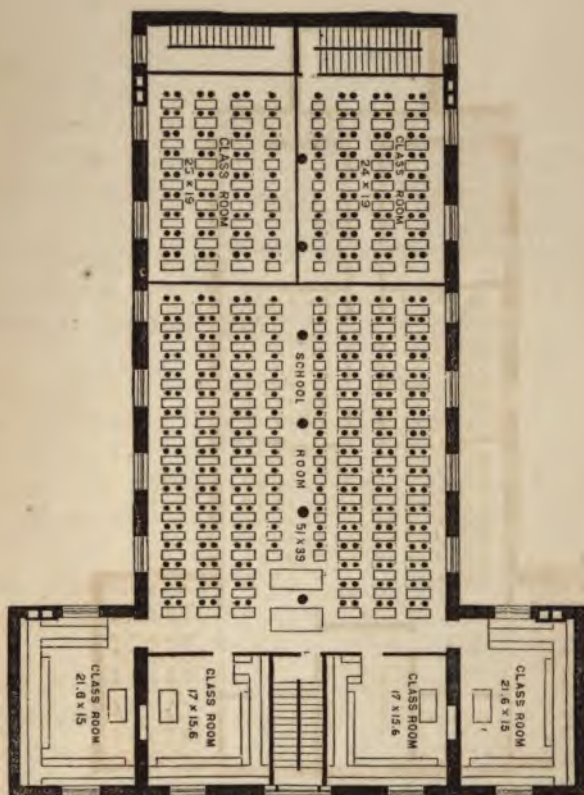












III.





## SCHOOL No. 18.

THE ELEVATION presents the front view of the new building erected during the year 1855, for Ward School, No. 18, in Fifty-first street, between Lexington and Fourth avenues. It is three stories in height, above the basement, which is on a level with the street, affording a covered playground, and other accommodations.

Plan I, shows the basement, with the arrangement of stairways, class-rooms, trustees' room, &c. The class-rooms are the recitation rooms connected with the Primary Department, which occupies the first floor.

Plan II, shows the first floor, appropriated to the Primary Department. The wings have class-rooms 15 by 20 feet, seated with desks, &c., while the main room is divided by sliding doors, which, on being thrown open, afford a large assembly room for the whole school. The galleries are also shown in the plan.

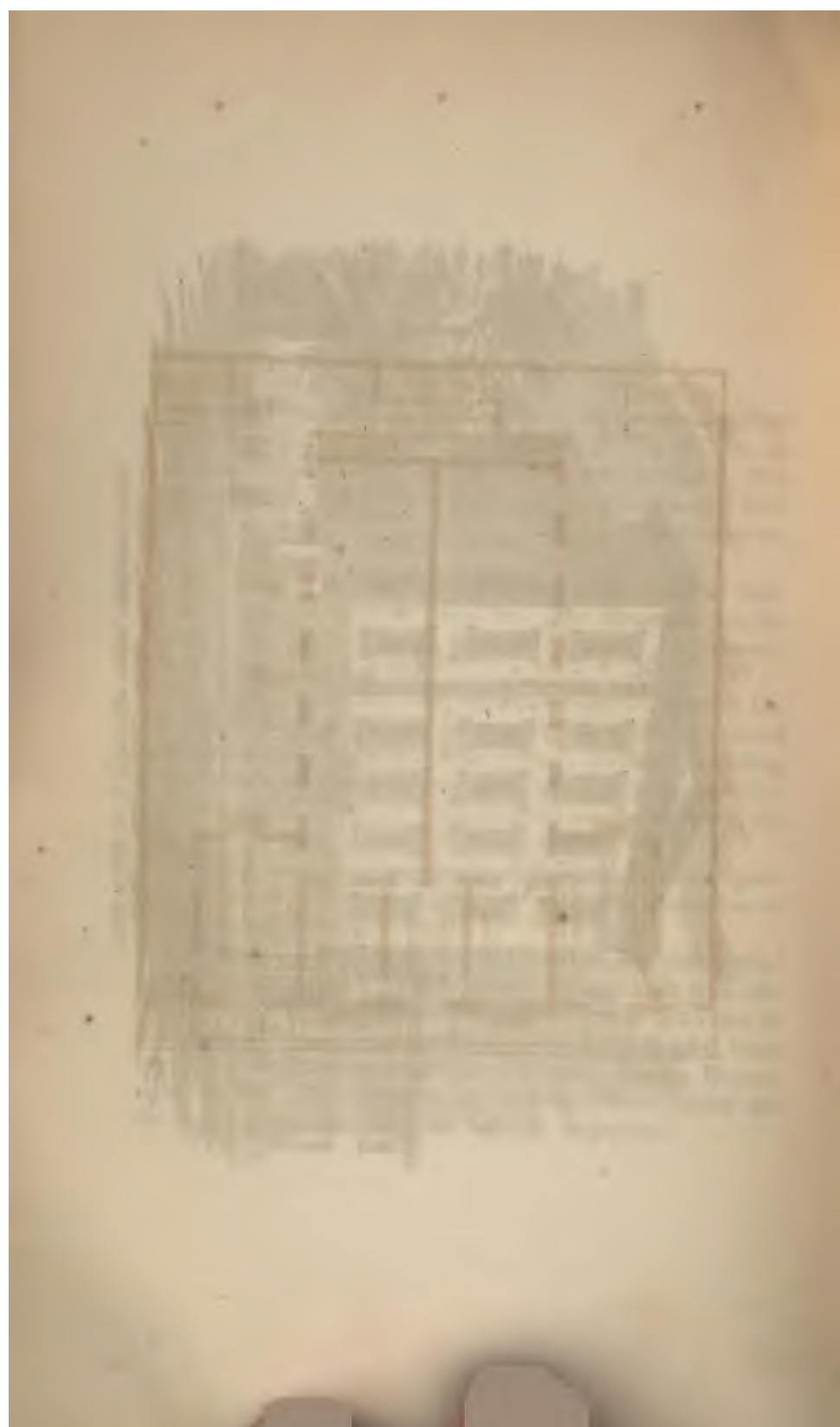
Plan III, shows the arrangement of Male and Female Departments—the two corresponding throughout. The dimensions of the rooms are given in the plans.

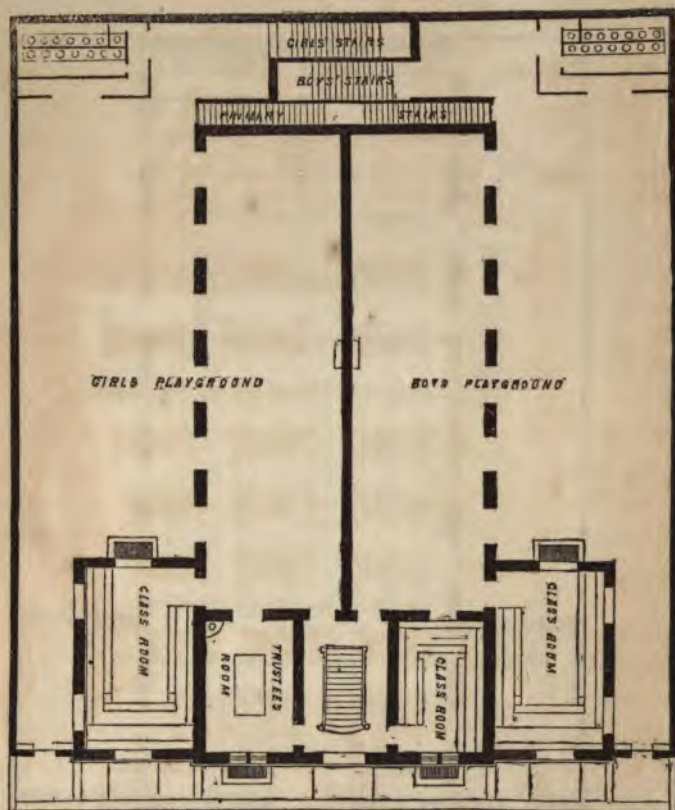
The main building is 41 feet wide, and 86 feet deep. The wings are each 16 by 26 feet, and set one foot back from the front of the main building. The rear extension is 14 feet 10 inches by 20 feet. The cellar is 7 feet 6 inches in height; basement, 9 feet; Primary Department, 12 feet; Female Department, 14 feet; Male Department, 14 feet. These heights are the clear between the floors and ceilings, as finished.



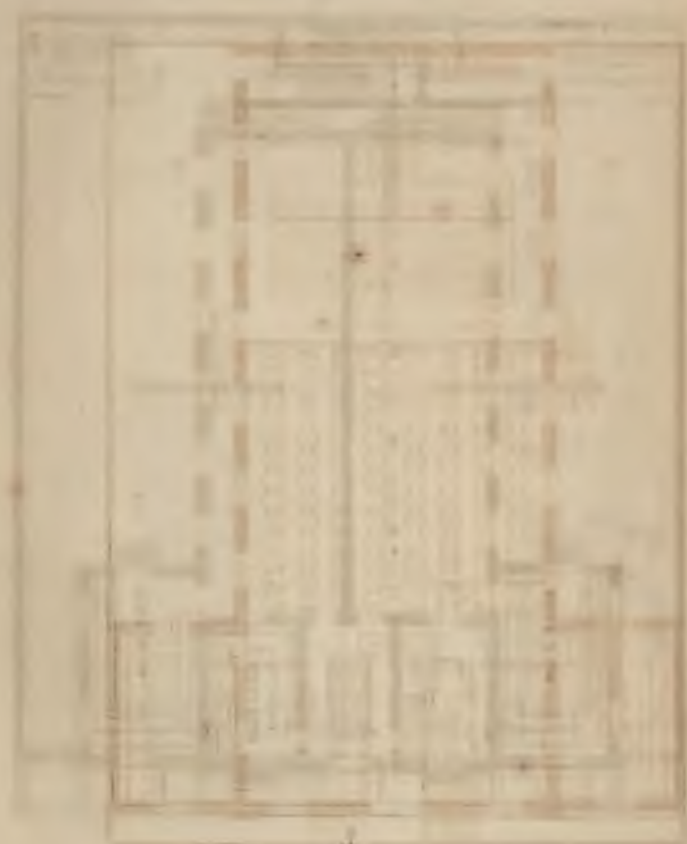


WARD SCHOOL No. 18, FIFTY-FIRST STREET, NINETEENTH WARD.

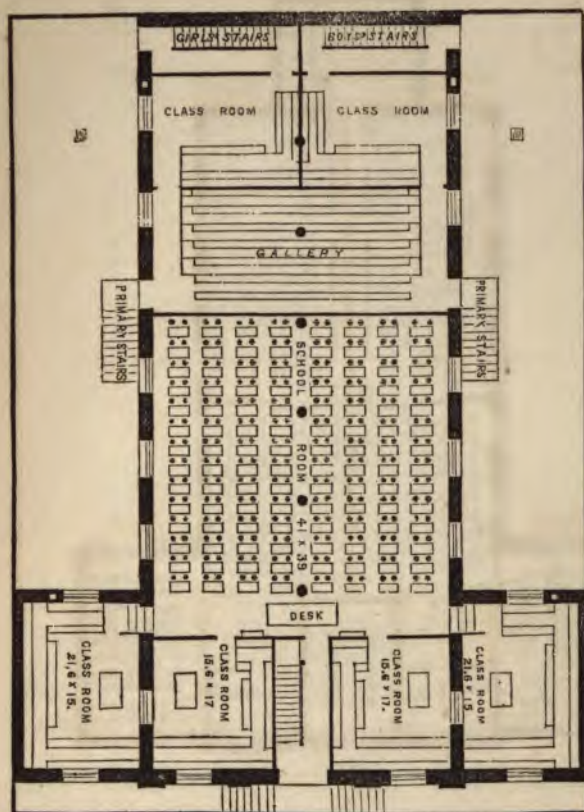




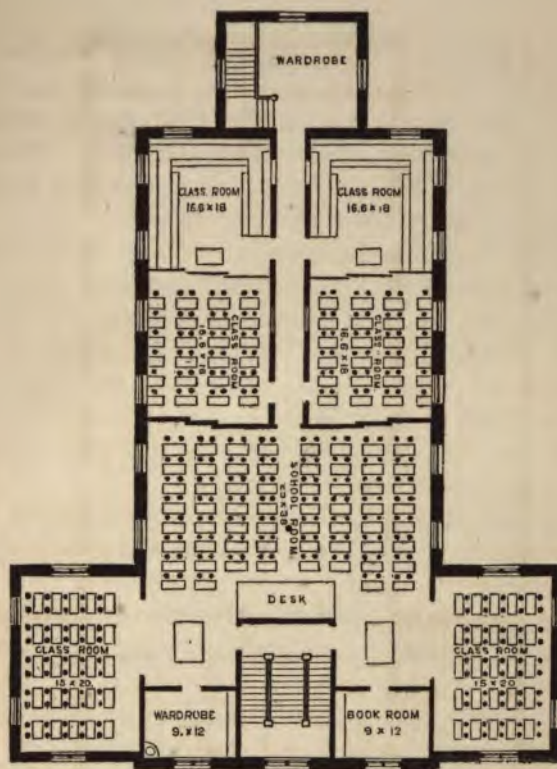
I.

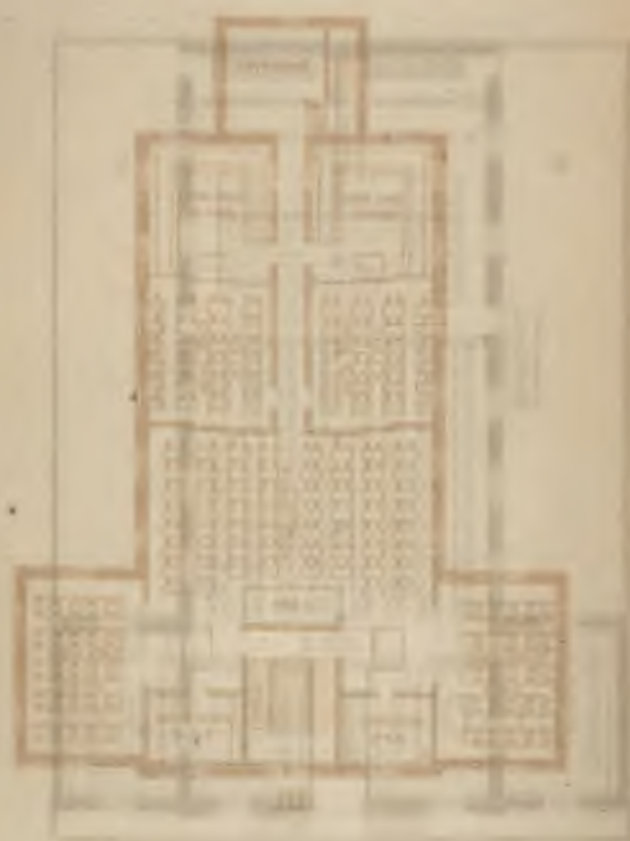


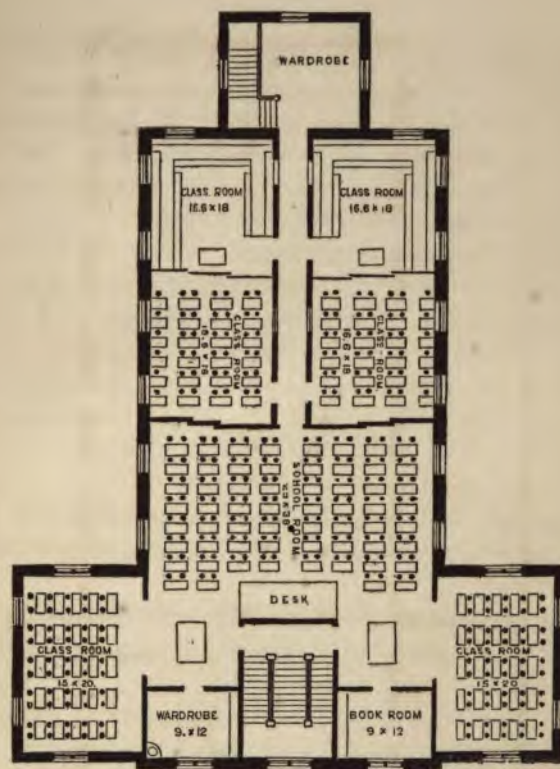












III.







## SCHOOL No. 48.

THE ELEVATION presents the front view of Ward School-house No. 48, in Twelfth street, between Broadway and University Place. The site was purchased in 1852, but in consequence of delay the building was not erected until 1855. It is a large and noble structure, built in the best manner, and is admirably arranged for convenience in every respect.

Plan I, shows the basement, in which are the playground, trustees' room, library, janitor's room, teachers' room, wardrobes, water-closets, &c. The stairways are represented at the sides of the building. Under the basement is a cellar in which the furnaces are placed, affording also ample room for the fuel.

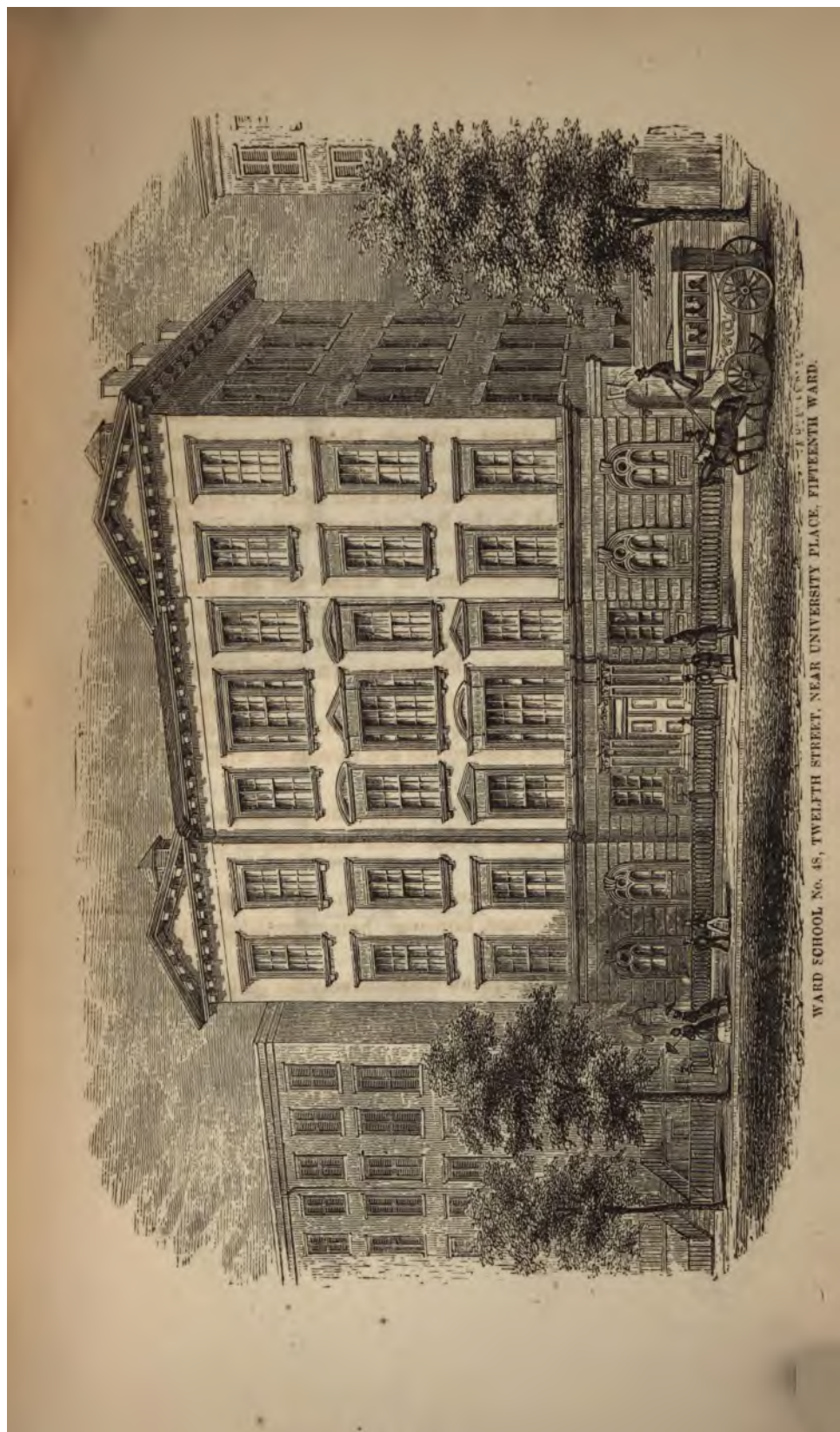
Plan II, shows the Primary Department, with the class-rooms, wardrobes, &c. The class-rooms are furnished with low galleries around the rooms.

Plan III, shows the Junior Department, which is like the other, with the exception of the desks and seats in the two front class-rooms.

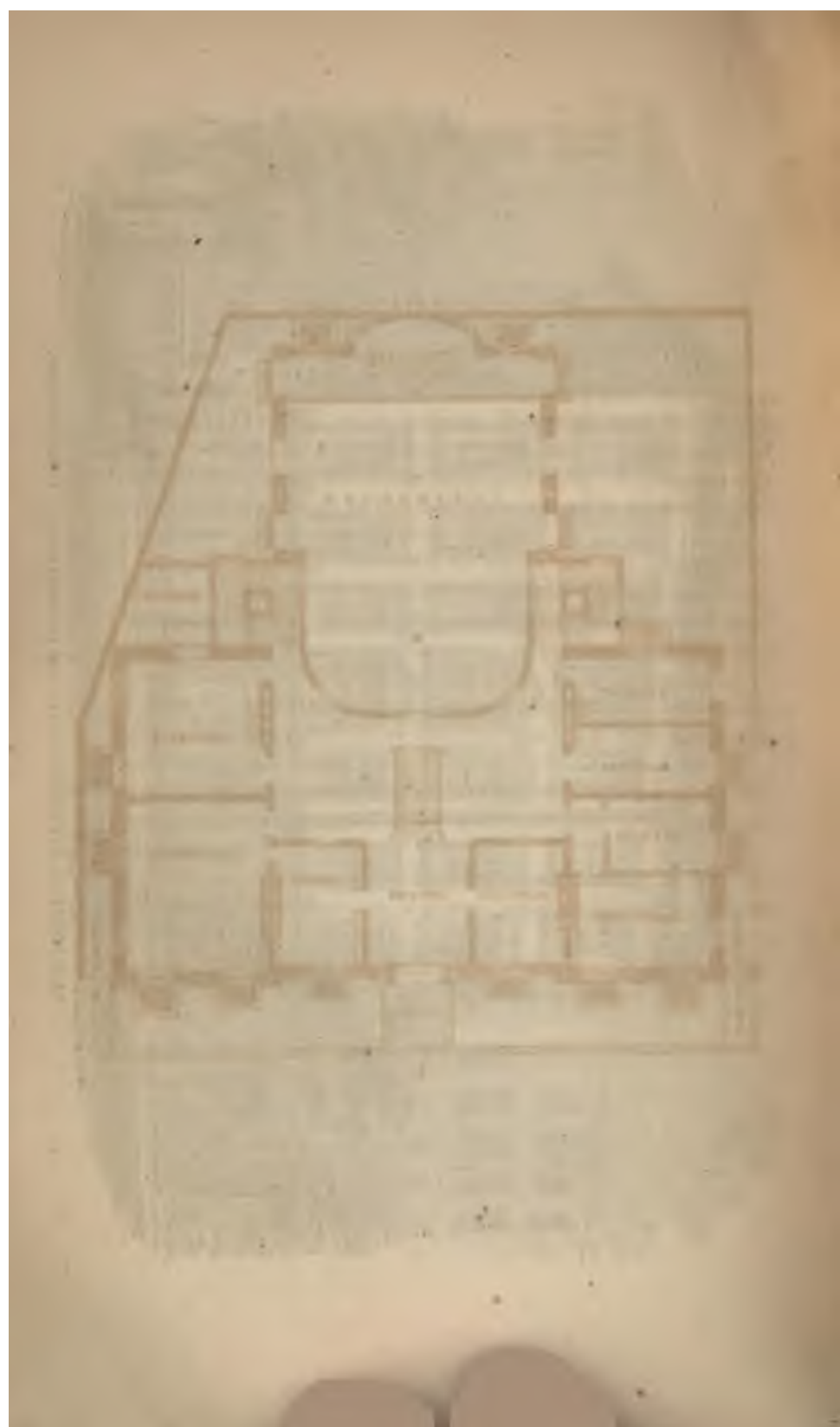
Plan IV, shows the Senior Department, which is like the others, all the class-rooms, however, being furnished with desks and seats.

This building is appropriated exclusively for girls, and is designed to furnish an advanced grade of instruction.

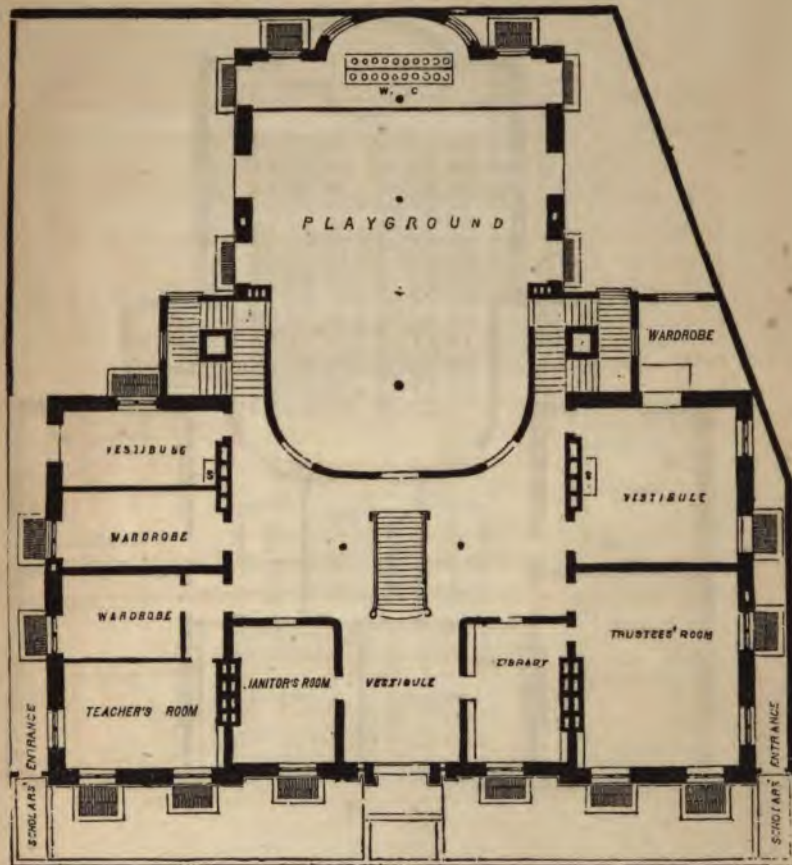




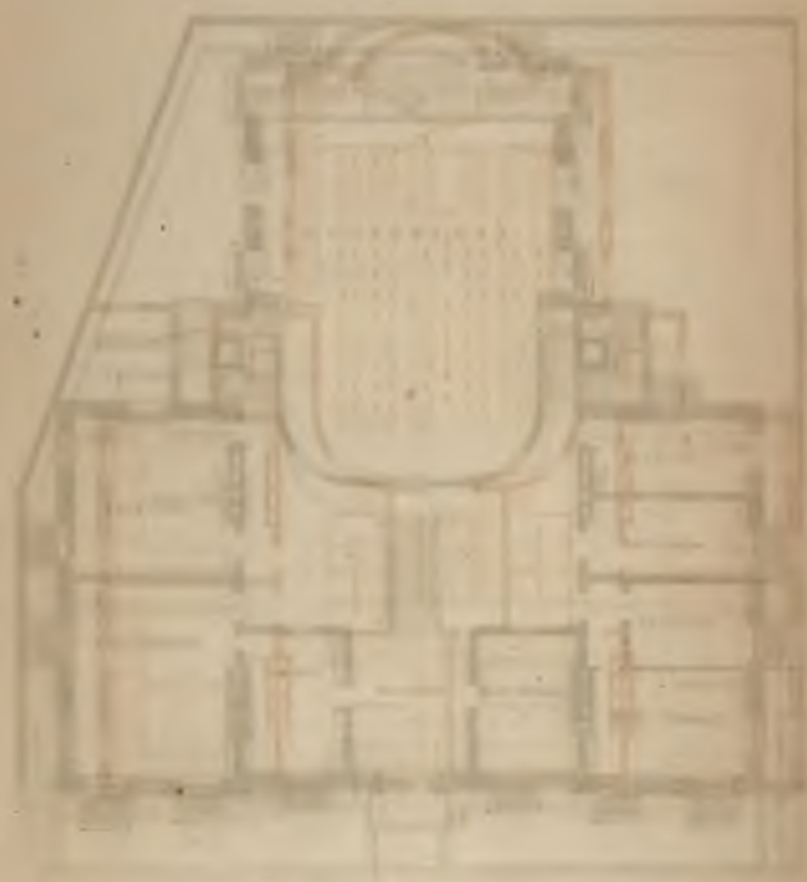


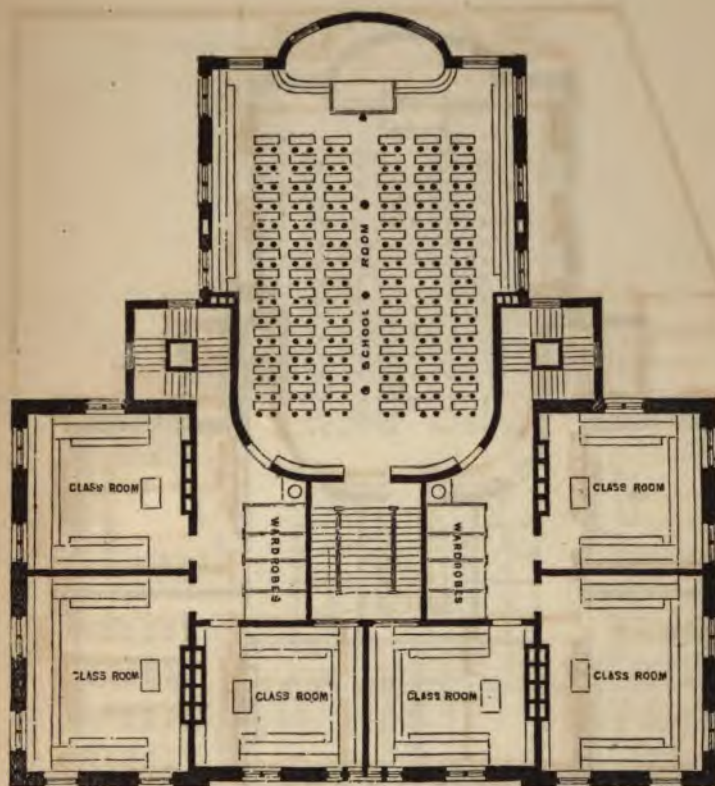




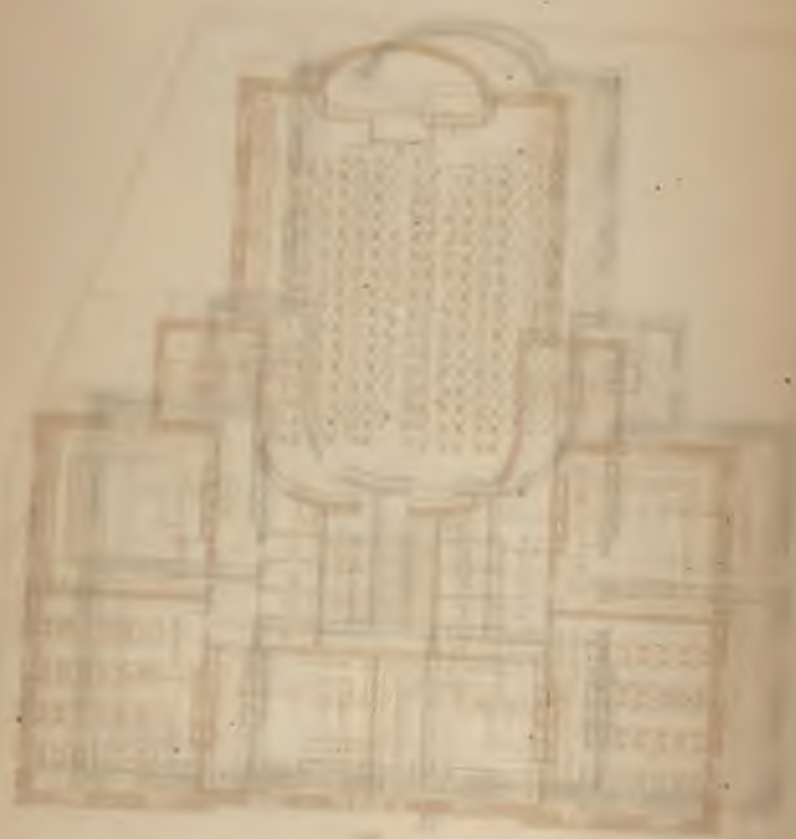


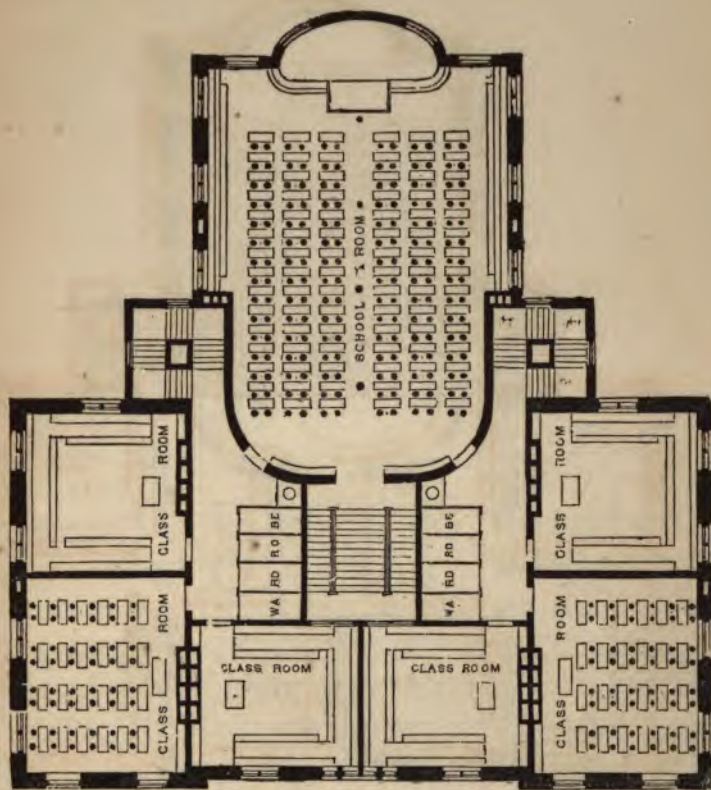
I.





II.

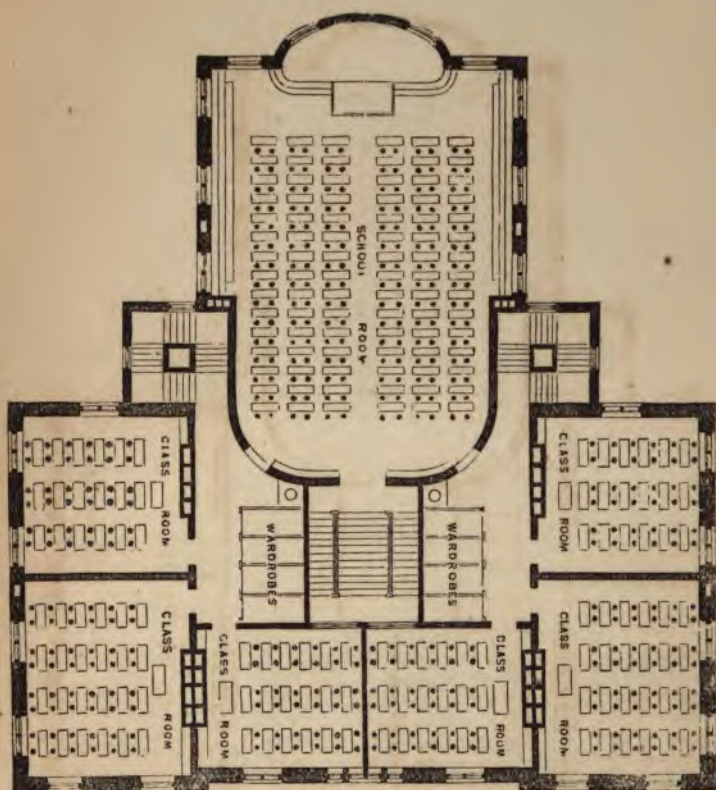




III.







IV.

